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ABSTRACT

A project to evaluate and study student development programs in all community colleges in Illinois is discussed. The project included a number of individual studies on various aspects of student development programs. The major study focused on the scope and quality of student development programs as perceived by students, faculty, and student development staffs. Other studies focused on exceptional practices, student involvement in governance, and the perception of student development programs by key administrators. The exceptional practices in the student development programs relate to academic support services, academic uplift services, admissions and records, college organization, community services, counseling, evaluation, experimental colleges, financial aids and placement, human potential groups, orientation, and student activities. Two appendixes provide a list of the interviewers and community colleges interviewed and a memorandum related to the Interviewer Project. (DB)

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# STUDENT DEVELOPMENT PROGRAMS IN ILLINOIS COMMUNITY COLLEGES

A Cooperative Project of
The Illinois Junior College Board
and the University of Illinois
Junior College Project

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In Association With
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JC 740 453

TABLE OF CONTENTS


| Part | Page |
|---|---|
| TABLE OF CONTENTS | ii |
| FOREWORD | iii |
| PREFACE | iv |
| ACKNOWLEDGMENT | vi |
| Exceptional Practices in Illinois Community College Student Development Programs | 1 |
| Academic Support Services | 3 |
| Academic Uplift Services | 6 |
| Admissions and Records | 13 |
| College Organization | 21 |
| Community Services | 24 |
| Counseling | 28 |
| Evaluation | 32 |
| Experimental Colleges | 36 |
| Financial Aids and Placement | 38 |
| Human Potential Groups | 41 |
| Orientation | 47 |
| Student Activities | 50 |
| Epilogue | 53 |
| Patterns of Student Participation in Illinois Community College Governance | 54 |
| Preferences of Illinois Community College Formal Leaders for Student Participation in Policy-Formulation | 69 |
| Perceptions of Key Administrators Concerning Student Development Programs in Illinois Community Colleges | 81 |
| APPENDIX A | 101 |
| APPENDIX B | 103 |

# FOREWORD

One of the most rewarding aspects of the junior college movement in America -- for those of us who work in it day-to-day--is to witness the excellent leadership that emerges when unusual individals rise to the initiative in order to inspire their colleagues toward excellence in the performance of their professional tasks.

The study of Student Development Programs in Illinois Community Colleges, reported in the following pages, is an excellent example of the kind of inspired leadership which makes us all a little better for having followed it.

Dr. Terry O'Banion, University of Illinois, has, in our opinion, done an excellent job of mobilizing Student Development Officers in Illinois public junior colleges, other administrators, faculty and students behind a statewide effort to examine how student personnel services are organized and administered on the public junior college campuses of the state. More importantly, this study illustrates at length how existing Student Development Programs can be made more effective--and that, we feel, is its important "pay-off."

This student development project is part of a three-phase study authorized by the Illinois Junior College Board to look carefully at the types of students being served by the community colleges.

The first phase of the study, initiated in 1970-71, was a cooperative project with the American College Testing Program to analyze the characteristics of persons who enrolled in the public junior colleges of Illinois. Copies of this first phase study have previously been issued by the Illinois Junior College Board.

The second study on student development, conducted during 1971-72, was the second phase of the study to analyze what happens to students while they are attending the community colleges, by describing the programs designed to serve students and promote their development.

The third phase of the study is being conducted during the 1972-73 year and will consist of a follow-up study on community college graduates and students who have left the campus. It is hoped that the results of this community college follow-up study will be available for distribution early next year.

Members of the Illinois Junior College Board staff are pleased and privileged to have played some small part in conducting and reporting this study by Dr. Terry O'Banion and his colleagues.

Fred L. Wellman
Executive Secretary, IJCB

John Forbes
Associate Secretary, IJCB

## PREFACE

Illinois is considered by many historians to be the birthplace of the community college movement. William Rainey Harper of the University of Chicago is cited as the "father" of the junior college idea. The first continuing public two-year college was established at Joliet in 1902. But the development of the community college movement for the next five decades was left to other states such as California, Texas, Michigan, New York, and Florida.

During the 1960's, however, educational and governmental leaders began to review and reconstruct the development of community colleges in the State of Illinois. Enabling legislation provided considerable stimulus for a major, statewide system of community colleges. As a result, in the late 'sixties, Illinois emerged as one of the significant states in the community college movement. As the 'seventies begin, Illinois is clearly one of the leading junior college states in the nation, providing leadership for other states, and providing its own citizens with quality and comprehensive educational programs.

Student development programs--the programs that help orient students to the college experience; that assist students in making decisions about educational programs and personal life styles; that encourage students to explore the curriculum, the community, and the life space within; that keep records, provide services, make information available; that provide a balance for the heavily-weighted cognitive orientation of most of education; that provide opportunities for students and staff to explore and experiment

with an ever-expanding range of their human potential--have always been an integral part of the community college movement. In 1964, the Carnegie Corporation provided funds for a national study of these programs; the chairman, T. R. McConnell, summarized the results by indicating that student development programs in the nation's community colleges were "woefully inadequate." In the late 1960's, a number of states surveyed practices in their student development programs in order to determine status and to recommend plans for improvement. In 1970, student development leaders in Illinois planned a statewide study that had been emerging in committee discussion and convention programs for several years. The Illinois Junior College Board appointed Donald Mortvedt, formerly Dean of Students at Spoon River College in Canton, Illinois, as the first Associate Secretary responsible for the coordination of student development programs. With financial assistance from the Board and from the College of Education of the University of Illinois, Donald Mortvedt and a statewide committee of student development leaders organized and launched a project to evaluate and study student development programs in all community colleges in the state.

The project included a number of individual studies on various aspects of student development programs. The major study focused on the scope and quality of student development programs as perceived by students, faculty, and student development staffs. It is hoped that these data will soon be published by the Illinois Junior College Board.

Several other studies focused on exceptional practices, student involvement in governance, and perception of student development programs by key administrators. These studies are reported in this monograph.

Terry O'Banion
May 16, 1972

## ACKNOWLEDGMENT

A cooperative project that extends over a period of years involves so many people that is would be impossible to include all those who should be recognized for their contributions. The following is a partial list of those who have contributed significantly and to whom we owe our deep appreciation:

Dr. Fred Wellman, Executive Secretary, Illinois Junior College Board, for his considerable support and encouragement;

Dr. Donald Mortvedt, Associate Secretary, Illinois Junior College Board (presently Dean of Instruction, College of the Mainland, Texas), for his leadership in organizing and implementing the many studies of the project, especially his own study on perceptions of key administrators;

The members, constantly changing, of the statewide committee that monitored the project; most deans of students in the state worked at various levels and at various times to implement the study;

Dr. Arden Grotelueschen, Associate Dean, College of Education, University of Illinois, for his assistance in providing funds for the study on exceptional practices;

The fourteen graduate students in the Seminar on Student Development Programs in Community Colleges, Division of Higher Education, University of Illinois, who conducted interviews regarding exceptional practices in the forty-six colleges;

Drs. Gene Kamp and Timothy Neher for their dissertations on student involvement in governance; and,

Finally, a special note of appreciation is extended to those thousands of students, faculty members, and student development staff members who contributed thousands of hours so that the project could be completed.

# EXCEPTIONAL PRACTICES IN ILLINOIS COMMUNITY COLLEGE STUDENT DEVELOPMENT PROGRAMS

TERRY O'BANION AND ROBERT YOUNG

In the Spring of 1971 the Illinois Junior College Board through the office of Associate Secretary, Donald Mortvedt, and the University of Illinois through a seminar conducted by Terry O'Banion designed and implemented a statewide survey of exceptional practices in student development programs. Don Mortvedt indicated the purposes of the survey in a memorandum to Illinois deans of student development. He said:

> We are looking for practices that are exceptional, outstanding, innovative, creative, experimental. We are looking for practices that would be of interest to other colleges. What are you doing that is exceptionally well-organized, that is well-received by students, that is exciting and different? What are you doing that could serve as a model for other colleges? What do you take most pride in? What are some of your intriguing experiments that you may not be sure of? (memorandum, 3/10/71)

The survey was conducted by fourteen professionally trained consultants from the University of Illinois. These consultants brought a breadth of junior college experience to the survey--present and former deans, counselors and instructors from Ohio, California, New York, Illinois, and other states acted as survey consultants. All of the consultants received special training for this survey. They participated in simulation labs, group meetings with junior college personnel and university survey research trainers, and a field trip to Santa Fe Junior College in Gainesville, Florida.

Each consultant interviewed three or four Illinois junior colleges, spending one or two days on each campus. The interview schedule was arranged by the dean of students at each college. Prior to the consultant's visit, the dean of students and the student development staff had determined which activities and services would qualify as exceptional, creative, experimental, outstanding, or in some cases, well-organized. In no case did the consultant determine which

activities or services would be included in the survey. The purpose of the consultant was to describe the practice, not determine or evaluate the practice.

This report is a summary of those individual descriptions. Like all surveys, this report has certain inherent limitations. First, it does not describe those "ordinary" student development programs which achieve excellence as integrated wholes. It singles out exceptional parts of total programs. Second, the design of the survey is potentially conducive to biases and omissions in the consultants' reports. Third, the staff of a particular college, either through modesty or oversight, may have failed to suggest practices that should have been included. Finally, publication lag may mean that some of these practices are no longer in operation or have been changed considerably. Certainly, newer practices have been developed since the initial survey that are not reported here.

The report is organized according to major areas of innovative and exceptional practices. Cross-listings are indicated when practices fit more than one category in the report. The authors who summarized this report tried to avoid duplication of practices, but attemped to show variations of college experiences with similar practices whenever applicable. The descriptions include an overview of the practice, and whenever possible a report of any evaluation or problems connected with the practice as reported by staff at the college.

This report is brief, and, as stated previously, it contains certain limitations. Therefore, the reader is discouraged from using this report as a final description of innovative and exceptional student development practices in Illinois community colleges. Instead the reader is encouraged to use this report as a stimulus for his contact with colleges whose practices are listed in this report. Ultimately, the extent of that contact will determine the success or failure of this report and the success or failure of the statewide project.

## ACADEMIC SUPPORT SERVICES

This section includes two general categories of academic support services: academic advising and academic uplift.

### Academic Advising

For years junior colleges have been plagued by the question, "Who should do academic advising?" This report does not provide the answer to that question. Instead it indicates that the question is still alive and the answer debatable in Illinois junior colleges.

* * * * * * * * * * * * *

## COLLEGE OF LAKE COUNTY

The College of Lake County uses all of its professional staff members as academic advisors for students. The college believes that this practice is beneficial to both staff and students. The students receive helpful guidance and information from their advisors. The faculty meets students who are not in their classes; they also assist students with concerns which stretch beyond the classroom walls. Ultimately, both the faculty and the students begin to question stereotypes about each other. The result is an increased experience of each other's humanness.

Lake County's academic advising system was organized in September, 1969, the same month that the first students enrolled at the college. The system has remained essentially intact since that date.

When a student applies to Lake County, he indicates a general goal on the application form: a two-year degree, less, or transfer. Or the student may declare that he is undecided. During the summer before his freshman year, the student sees a counselor and prepares a tentative Fall schedule of courses. If the student declares a general goal in the summer, then the counselor assigns him to a faculty advisor. If the student is undecided, then he is assigned to a counselor or other student personnel staff member for academic advisement. In either case, the student needs advisor approval for his subsequent schedules. Reassignment can occur whenever a student becomes undecided about his goals, changes his goals, or has problems with his present advisor. Reassignment is the responsibility of the counseling office.

An Advisement Committee oversees the general and in-service training policies of the program, but the Director of Counseling conducts the actual in-service training. In the past, the in-service training has included pre-employment discussions by the Dean of Instruction, a handbook, and an Advising Day in Spring when faculty are freed from classes for training in advising. A similar Advising Day occurs in the Fall, but its purpose is primarily the preregistration of students in courses.

Lake County's student services staff seems to agree that more concrete job specifications and evaluations are needed for the program. When the advisor's duties are more clearly defined, the evaluation of the program will be easier. At present, the only evaluations are subjective or inferred from other data.

There are no plans for a major overhaul of Lake County's academic advising program. Instead, the college is developing minor improvements such as better job descriptions for advisors and programming manuals for students. However, a few rumblings about the obligatory nature of advisement can be heard among students and staff. If these should become louder, then future changes may occur in the program.

## PARKLAND COLLEGE

Parkland College uses faculty advisors in order to give the student an opportunity to receive academic advisement from experts in particular subject matter areas. This practice relieves the counselor for performing personal, social, and vocational counseling functions.

The practice was initiated in the Fall of 1967. Reaction from faculty and staff indicates that the practice continues to improve every year.

Each student is assigned to a faculty advisor according to the student's particular area of interest or major. Each student is also assigned to a professional counselor who performs personal, social, and vocational counseling functions with the student. Each advisor carries a maximum load of 30 advisees for educational planning purposes. Each counselor is assigned 15 to 20 faculty advisors for whom he conducts in-service workshops in the area of educational planning in academic advisement. Each counselor is also assigned 300 students for personal, social, and vocational counseling.

Parkland feels that no major problems will inhibit the program's successful development in the future.

## ROCK VALLEY COLLEGE

Rock Valley's counselors use sophomore student advisors to ease the burden of schedule planning for both the students and the counseling staff. The student advisors are selected by the Director of Counseling on the basis of their ability and desire to work with others. These students work during open time in their own schedules.

The sophomore advisors help other Rock Valley students with academic concerns, especially with the preparation of preliminary course schedules. After each preliminary schedule is completed, it is submitted to the student's regular counselor for final approval. Rock Valley counselors feel that this procedure enables them to spend more meaningful time with their students.

## SPOON RIVER COLLEGE

Spoon River began a new system of selected faculty advising in Spring, 1970, after many dissatisfying years of using all of the college's faculty on advising days. The new system worked well, but budget stringencies threatened its existence in the Spring of 1971. As an emergency response, the college's faculty advisors gave up their extra pay so that the program could be saved.

In the Spring of 1970, the student personnel staff selected the sixteen faculty members for their ability to relate with students. These faculty were asked to become academic advisors of students for an extra compensation of $200 per semester. All sixteen agreed.

The new advisors arranged complete time and course schedules with their students. Previously, advisors arranged only course schedules with students. The new system made registration much easier for Spoon River students who did not need to add or drop courses. As a result, both faculty and students praised the program.

With no funding in sight, this academic advising system may not be able to continue at Spoon River. The Dean of Students has a new plan, which requires the employment of another counselor, but no extra compensation to advisors. At this writing, the new plan has not been submitted to Spoon River's Board of Trustees.

## ACADEMIC UPLIFT SERVICES

These practices are tied together only by the common desire of their originators to help students in real or potential academic trouble. Otherwise, the practices represent a gamut of diverse activities to provide such help.

### THORNTON COMMUNITY COLLEGE

Thornton Community College offers group counseling in academic achievement seminars for dismissed students. The students are permitted to reenter Thornton if they participate in these groups. The seminars assist students' personal appraisals. They help students to resolve conflicts in the group, to see and accept life responsibilities and to make better decisions. In addition, the students use "objective" appraisal devices in order to increase their self-understanding.

In 1968, the seminars received funding from Title III and were established as part of Thornton's General Studies Program. Today, groups of 15 students meet once a week in two-hour sessions for the duration of a semester. These students must attend the seminars or else they risk suspension from Thornton. At each seminar, the students select goals for the week; they declare their methods for achieving the goals; and they evaluate their attainment of the previous week's goals. After four weeks, the students add personal reasons for goal selection. These tasks require only a few minutes' time at each seminar. The remainder of the seminar time is spent in human development discussion. The discussion's theoretical base is Glasser's Reality Therapy.

Over 200 students have participated in the Thornton seminars. In the Fall of 1970, over half of the participants earned a C average at Thornton. Yet, the program is diminishing in size despite its success. A lack of support and a change of counselor duties to academic advising seem to indicate the eventual curtailment of the program.

## DANVILLE JUNIOR COLLEGE

The general purposes of Danville's Shared Journey Program are to help high school low achievers to improve their academic performance and to gain more positive self-concepts while at Danville Junior College. More specifically, the program attempts to help these students to:

Learn self-motivation

Identify and use areas of personal strength

Become more aware of their personal values

Learn to resolve conflicts, and

Become more aware of personal goals and integrate their strengths and values with these goals

Danville's Coordinator of Special Projects initiated the Shared Journey Program in August, 1970. Her first task was to screen all of Danville's incoming freshmen for potential membership in the Shared Journey. Her criteria were: poor high school performance; lack of any, or an unrealistic, academic or career choice; and an indication of average or better academic ability.

One hundred freshmen were interviewed for participation in the Shared Journey project. From this group, twenty-four students were selected on the basis of their lack of confidence, willingness to try, and general interest in the project.

During the Fall semester, 1970, the project focused upon the establishment of helping relationships among and for the Shared Journey students. Encounter groups were begun to assist the development of relationships among the project students. In these groups, the coordinator discovered that the project students needed encouragement to study as well as assistance in subject areas. Therefore, she began a tutorial program in which the tutors encouraged as much as taught the Shared Journey students.

The key to Shared Journey's future success or failure may be in its ability to overcome self-concept and consequent academic-motivation problems of its students. If the key to success can be found within the present structure, then Shared Journey will probably undergo few changes in the future.

See also: McHenry County, in Human Potential Groups.

Academic Uplift is not solely a student personnel activity. The following four reports indicate cooperative efforts between student personnel and other campus groups to help students in academic trouble.

The next three reports show the potentialities of cooperation between student personnel, faculty and administration. The final report describes a cooperative effort between student personnel and students in good academic standing.

## KENNEDY-KING COLLEGE

Kennedy-King's contribution to this section is a Team Teaching-Supportive Service Program, which was initiated by the Counseling Department through a funding request to HEW and Model Cities. The program came into existence in February, 1971. It involves students participating in both the regular and mini-campuses of Kennedy-King.

The purpose of the program is to provide support and skills services to poorly prepared students instead of remediation services. The program's counselors and instructors select the student participants. The program mixes classroom instruction and counseling to meet the special needs of these students. It provides training concepts for educating poorly prepared college students by; developing new curriculum approaches, training more counselors to deal with these students, and, placing less emphasis on remediation and more emphasis on support and skills services.

The program involves a complex of services, Skills Workshops, Film Workshops, Creative Writing Workshops, and Discussion Sessions, which are provided in conjunction with two classes in Social Science 102. Counseling is an integral part of the program's total mix. Seventy students are now involved in this ". . . bridge between the mini-campus and the regular campus."

The program is very new, but most students, staff, and administrators seem highly excited about the possibilities. The major problems appear to be: scheduling, which involves adjustment to the time periods of the college, staff, instructors have a full teaching load beside the program; and counselors, the program causes constant interruptions in counselors' normal schedules.

In the future, the college anticipates expanding the program to include more courses over a more extensive time period, one year instead of only one semester. In addition, Kennedy-King College will seek to renew the grant for the program.

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BLACK HAWK COLLEGE

Black Hawk College has a variable entry, variable exit English 103 course. The course's purposes are: to give students dropping a course in any area, a chance to transfer at any time (saving time, credit and money) into a basic learning skills course, and to offer autotutorial instruction to students in various areas of basic learning skills.

The practice started in September, 1970, as a result of one student's problem which he brought to the Dean of Students. He was not doing well in biology but hated to drop the course because of the loss of credit--his educational future was on a tight schedule. The Dean of Students (having recently discussed the establishment of English 103 TBA with the Center Director) suggested this alternative to the student. He accepted it and the Dean of Students changed the student's records, overcoming record-keeping and traditional attitude obstacles. The success of this student and the opportunity for other students led the student personnel staff to adopt this as a regular practice.

Whenever a student plans to drop a course in any area, he is offered the alternative, either by his instructor or member of the Student Personnel staff, of transferring into English 103 TBA. No new tuition fees are required in the transfer. The student can start his work at the Reading Skills Center at any time, working at his convenience. Course credit is registered for English 103 TBA when he completes the work.

English 103 TBA is a two-credit course which requires 32 hours of self-directed work in the Center. Another 32 hours is expected of the student in outside work. The 32 hours in the Center can be divided in any proportion among four skills areas: reading, spelling, vocabulary, and study skills. Diagnostic tests are available in each of the four areas to help the student decide which area or areas he should concentrate on. As the student decides, he may work on a single area or as many as four. The decision is discussed with the Center director and contract is signed for the work chosen. The course design is the McGraw-Hill Basic Skills System (MHBSS).

During the course, the student works at his own convenience. The Center is open and staffed 61 hours a week. It is possible that the director never sees the student after the signing of the study contract, but extensive communications are carried on in writing between the director and student. The student signs a log sheet indicating hours spent, tasks accomplished, and problems or questions. Other staff members and paraprofessionals in the Center answer questions and help the student find materials. When the student completes his contract, credit is registered and a grade is assigned in accordance with the contract objectives.

Both the Dean of Students and the Director indicate that the major problem is the uncertainty about the program's administrative base. That is, some of the present financial and institutional support comes from both the Dean of Students and the Dean of Instruction. The course itself is clearly instructional, but the practice of recruiting withdrawers from other courses is clearly under the direction of the Dean of Students. Serving two masters causes the director, as well as the masters, a degree of uncertainty about the future development of the program.

OLNEY CENTRAL COLLEGE

The probation policy of Olney Central College is designed to uplift students through the elimination of the possibility of suspension or dismissal of students for academic reasons. The designers believe that an indeterminate tenure of students keeps students in school long enough to enable them to make more accurate career choices. It also prevents conflicts with tax-paying parents whose sons and daughters might otherwise have unsatisfyingly short careers at Olney.

Other useful objectives have emerged from the practice of the program. Students are encouraged to consult a counselor when they are having academic difficulties. If some students need to shift from transfer programs to technical programs, they don't have to suffer the trauma of public failure before they make their decision.

In the Fall of 1969, an administrative action did away with suspension and dropping as possible responses to student failure to maintain minimum grade point averages. A questionnaire had been circulated among both faculty and students, and a majority of both groups disapproved the termination of these traditional "academic standards." The administration took its action in spite of faculty and student opinion.

In the opinion of the Director of Student Personnel Services, the faculty tends to grade "hard"--probably too hard when one considers the background of the students. As a result, each quarter prior to 1969, the Academic Standings Committee would suspend 60 to 70 students. Thirty to 40 of these would appeal the suspension to the same committee. The time between quarters was too short for a careful adjudication of each case, so the committee simply allowed all appeals. Because its judgments became pro forma, the committee recommended that the system described below be adopted.

Students who do not attain a grade point average ranging from 1.5 to 2.0 in proportion to the number of credits attempted are placed on academic probation for one quarter. The probation is continued until the student attains an acceptable grade point average. There is no limit to the number of quarters during which a student may be on probation. The student must be off probation in order to obtain any of the several degrees offered.

During the quarters in which a student is on probation, he receives special counseling. Immediately after a student is first placed on probation, he must see a counselor. He is not required to make a program change during this visit. He must visit the counselor again when he receives midterm grades in the quarter after his initial probation. If the midterm grades indicate continuing difficulties, the counselor initiates a discussion of the appropriateness of the student's choice of program. If the student is still doing poorly at the end of the term, he is expected to make some program change, either enrollment in remedial courses or a new program choice. If the student changes his program, none of the failing grades he has received are included in the calculation of his grade point average.

Two problems have emerged since this policy's implementation. First, the continuation of probation affords a draft haven for students for at least a

year. Second, the program is a burden on the limited counseling staff. About 20% of the student body (200 students) are on probation each quarter.

Although both faculty and students objected when the proposal was first made, the students, in the opinion of the Dean of Student Personnel Services, are no longer opposed. The faculty still have misgivings, especially when they are faced by students whom they have already failed in the course. The opportunity to change programs, without the stigma of "dropout" or "flunkout" is appreciated by students.

There has been no formal evaluation. Olney Central expects to do a formal evaluation in the summer of 1971, since the probation policy will have then been in operation for two full academic years. The results of this evaluation will probably have some effect on the future of the policy.

## DANVILLE JUNIOR COLLEGE

A Planned Learning and Cooperative Experience, or PLACE, is available for Danville Junior College students to learn to solve academic problems in specific courses. Hopefully, the environment of the PLACE is conducive to the students' reinforcement of a desire to learn and an increase of their self-confidence.

The PLACE emerged from the academic assistance part of Danville's Shared Journey program. The college's Coordinator of Special Projects felt that academic assistance should be available to more than just a few Danville freshmen. Therefore, in early March, 1971, she began to seek and train student academic assistants at Danville. Her search was aided by a campus service organization and the school newspaper.

The Coordinator of Special Projects received the names of possible student users of PLACE from faculty members. She then gave these names to PLACE assistants who were expected to contact the students and arrange regular schedules of meetings with them. Every two weeks, the assistants reported their students' progress to the Coordinator. She filed the reports and sent copies to the referring instructor.

Presently, PLACE matches 38 student recipients with 25 student assistants and two faculty. Although most of the student recipients have been referred by faculty, the PLACE program is open to any student who asks for help.

PLACE has encountered two problems since its inception. The first problem concerns the difficulty of matching student and student assistant time schedules. The second problem is related to the program's success; PLACE has expanded beyond the coordinator's ability to closely oversee the program. Some students may not be receiving help and some reports are not being filed. Other than these two problems, the PLACE is considered a success at Danville and should continue in the future.

Three other Illinois junior colleges indicate efforts to uplift students from potential academic difficulty. Spoon River allows students to withdraw without penalty from courses until the eleventh week of classes. A withdrawer from college receives all "w's" on his record. State Community College extends the "w" period up to the final exam. Students can receive "audit" notations for a course any time before and after the final exam. And Highland Community College attempts to increase individual counseling time with students on academic probation through counselor call-ins.

## ADMISSIONS AND RECORDS

There are, probably, some junior college staff members who still regard admissions and records as a paper-shuffling service of student personnel. However, the following reports indicate a definite emphasis on the humanization, as well as the increase of efficiency of these services.

### ADMISSIONS

In admissions, the desire is not just to "get more bodies" but to transform these "bodies" into potentially successful students who know more usable information about the college before they enter. The method of transformation is improved high school articulation.

The first report shows an effort to increase articulation in the college setting. The next two reports show college efforts in the high school setting. The final admissions report expands the high school articulation program to a community articulation concept.

### SOUTHEASTERN ILLINOIS COLLEGE

Since 1966, Southeastern Illinois College has had more than a traditional high school articulation conference. In an effort to get more meaningful feedback about its operations, the college has built non-threatening student feedback sessions into the annual conference. Southeastern feels that these sessions provide accurate student feedback for the benefit of the college and area high schools.

The structure of the high school feedback session may be easy to duplicate. Once a year the college holds its regular conference and includes a time for their present junior college students to meet with their former high school counselors and principals. College classes are dismissed so that all Southeastern students can participate in the program.

The college student-high school counselor discussions focus on the problems of students at Southeastern. The high school counselors facilitate the feedback discussions instead of Southeastern staff members, because college officials believe that their students will be more honestly critical of the college with their former counselors. After the feedback sessions, the high school counselors submit summaries of positive and negative student criticisms about Southeastern to the Student Personnel Office. The high school counselors' reports are subjective descriptions of the perceptions of their former students.

Dialogues from these feedback sessions have had some effect on both the continuation and initiation of several Southeastern programs. The curriculum has been revised; the financial aids program has been extended; a new vocational counselor has been added; and registration now takes less time.

Southeastern plans three changes in the program in future years. The college plans to: make the feedback questionnaire more comprehensive, add slightly more structure to the feedback sessions, and bring prospective students into the feedback dialogue.

## MORAINE VALLEY COMMUNITY COLLEGE

Moraine Valley Community College has organized a series of admissions centers which attempt to identify high school students or adults in local school areas who could benefit from attendance at Moraine Valley. The centers augment Moraine's pre-college conference and adult college information center as devices for assisting potential student planning of educational programs. The centers also improve Moraine's articulation with local high schools and determination of program needs.

The centers are staffed by high school counselors who are employed by Moraine Valley on a part-time basis. These counselors receive training from college student personnel workers on: the role of counselors in the program, ACT information, admissions procedures, financial aid, summer orientation, college materials, and evaluation. They receive information from Moraine Valley instructors on the nature of the various programs at the college. The total training program lasts for two weeks.

The centers were open from three to six hours per week during the Spring semester, 1971. That semester was also the trial period for the program. Once each week, a Moraine Valley student personnel worker visited each information center to assist with the in-service training of the part-time counselors.

The college believes that it is important to explain to the high school and community that the high school counselor is not shirking his primary duties through part-time work for Moraine Valley. Instead, he is helping the college to provide better service to the people of the community as well as helping students at the high school.

If evaluations of the trial program are favorable, then the admission centers will expand their efforts. Preliminary reports seem to indicate that centers are an effective way to increase the college's visibility within the community.

LINCOLN LAND COMMUNITY COLLEGE

Lincoln Land Community College's roving counselor program is designed to improve communication between Lincoln Land and high school students, especially poor and/or non-white high school students.

In early 1971, the State Office of Human Resources designated Springfield as a target community for its efforts. The Office urged Lincoln Land Community College to increase its efforts to assist the poor and/or non-white people in the area. The roving counselor program was one of Lincoln Land's responses to the Office.

Once a week, roving counselors make morning visits to Springfield's three public high schools. The counselors provide information about college to all interested high school students but, primarily, they attempt to identify and encourage Lincoln Land attendance by poor and/or non-white high school students. The weekly visits are intended to improve the students' identification with both Lincoln Land and the particular roving counselor. Thus, college entry and adjustment is facilitated. Roving counselors visit other Springfield high schools also, but on a more sporadic basis due to staff limitations and fewer numbers of these particular potential students.

There seem to be few problems with the roving counselor program. The high schools have welcomed the Lincoln Land counselors and Lincoln Land staff seem pleased with the program. Funds are limited somewhat and the Dean of Student Personnel Services has requested assistance from the Office of Human Resources. If funds and more staff are acquired, Lincoln Land will expand the roving counselor program. No other major or minor changes are anticipated for the program.

Lincoln Land varies this technique of articulation somewhat as it attempts to increase its visibility in the poverty-stricken areas of the Springfield community.

LINCOLN LAND COMMUNITY COLLEGE

Lincoln Land Community College's community articulation services have the short-range objective of increased college attendance by poor and/or non-white members of the Springfield community. The long-range goals are: increased and improved employment and better lives for these people. In January, 1971, the State Office of Human Resources asked Lincoln Land to increase its efforts to attract poor and/or non-white students from the local community. During the next two months, college staff members met with interested groups to plan and select sites for these articulation services. In March, the services were initiated.

Now academically successful Lincoln Land students take information about their college to a high school, a recreation center and other locations in their home neighborhoods, the poor and/or non-white areas of Springfield.

These students have been chosen instead of staff members for their potential ability to communicate with local residents. During their twice weekly visits, these students encourage non-students to identify with them, as models, and with their college, as a possible place of attendance.

Lincoln Land's only problem with these articulation services may be their popularity with the community. Expansion is needed and planned. At present, funds for the services are being requested from the State Office of Human Resources. Other than expansion, no changes are anticipated in the near future.

Other Illinois junior colleges have made substantial efforts to improve articulation with local high schools. Five of these colleges are Parkland, Rend Lake, Rock Valley, Danville and Carl Sandburg. The latter two colleges register students for college classes directly at the high school.

The reports of these colleges seem to duplicate somewhat the preceding reports. The interested reader is urged to contact these colleges for further information about high school articulation aspects of admissions practices.

REGISTRATION

Student registration in courses is usually a function of admissions and records. The following two reports indicate junior college attempts to increase the ease and meaning of student involvement in registration.

ILLINOIS CENTRAL COLLEGE

The purpose of this practice is to improve and expedite registration procedures for students on campus and in the community. The practice was initiated in the Spring of 1971. The school had experimented with the program on a lesser basis previously and felt that it should expand the program to all Illinois Central students in the Spring semester.

Interested students phone the college to request classes. Actual class registration may be accomplished over the phone. Students on the campus have an alternative of registering by telephone or by following the standard procedure of completing registration with the Registrar's Office.

There have been some administrative difficulties in adjusting to the new system. The novelty of the system may mean that other problems will emerge later, but the Business Office and Assistant Dean of Students Office are optimistic about the continued g[illegible] of the program. They feel that all of Illinois Central's registrati[illegible] be completed by telephone someday.

KANKAKEE COMMUNITY COLLEGE

The purpose of this practice is to give the student an opportunity to be involved in building the master schedule for Kankakee Community College. The student has the opportunity to determine course offerings and hours of availability.

This practice was initiated on an experimental basis in the Fall of 1970. Due to the success of the Fall program, the practice was implemented on a full-time basis in the Spring of 1971.

In mid-April, students on the campus were given course request forms. At this time they were given the opportunity to indicate the courses they desired and the hours desired for these courses. The course request form was then returned to the registration office, which printed a master schedule from the student request forms. Basically, there had to be ten students for a class before it was offered. Consequently, all students did not get every class they desired. However, possibly 90% of course and hour requests were fulfilled.

Evening students in particular have been very enthusiastic about the program; it has increased the availability of evening classes. Every indication is that this program has been responsible for the increase in hours and enrollment for the college during the Spring semester of 1971.

Future plans are to expand the program and to seek more community involvement in implementing the program. It is anticipated that this will again increase adult participation in the college.

Highland Community College has duplicated Illinois Central's "dial-a-class" registration procedure. Therefore, that college's report is not included here.

Parkland College also has a pre-registration program which is somewhat similar to Kankakee's, but less extensive. Interested readers may wish to contact Parkland College about its program.

See also Moraine Valley in "Orientation."

RECORDS

The following two college reports exemplify the potential of computers to fulfill the goals of traditional records services and to stimulate innovations in these services.

## WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College has the following, fairly typical objectives for its registrar:

> Keep accurate records which will assist in the assessment and development of the educational program of the college
>
> Record and maintain a complete official academic record for each individual student
>
> Develop a meaningful and integrated record system accessible to appropriate personnel
>
> Establish and implement policies involving record accessibility which serves the best interests of students and respects confidential information
>
> Periodically inform each student as well as involved faculty and the appropriate high school of his academic achievement, standing, and progress in fulfilling his goal
>
> Serve as a clearinghouse for data regarding student enrollment, trends and projections, as well as other data necessary to the administration of the college
>
> Serve as the official representative of the college in the evaluation of student credits relative to academic standing, requirements for graduation, transfer of credit and the like
>
> Articulate with other educational institutions in order to facilitate an easy academic transition to and from William Rainey Harper College
>
> Coordinate in the development and administration of the master schedule and registration procedures

But since 1967, William Rainey Harper College has been committed to the use of a comprehensive data processing system to accomplish these objectives. Presently, an IBM Model 30 Computer is the center of this system.

Student records was one of the first areas to be developed in the computer system. A Student Master File of more than 800 student characteristics is stored on discs. The system includes on-line terminals in the registrar's office and the counseling offices which enable instant retrieval of student information stored in the Student Master File. At the end of each semester, the computer generates a printed label which includes the semester scholastic record for each student and becomes a part of the official educational record maintained for each student.

William Rainey Harper College reports grades to students twice each semester: at midterm and at the end of the semester. Mark sense grade sheets

are provided to each instructor, who, in turn, reports the grades. An IBM 1231 optical scanner reads the grade sheets and transfers the grade information onto a disc. Using a data-mailer form and the computer, grades are printed and mailed directly to each student.

At the end of each semester, designated feeder high schools receive a report of courses attempted, grades earned, G.P.A., and academic standing for each former student.

Other information accumulated through the use of the computer includes:

1. Student grade reports
2. Course offerings with enrollment by section and division
3. Student profile reports
4. Faculty assignments
5. Probationary lists
6. Disqualification lists
7. Grade summaries

## COLLEGE OF DuPAGE

As a part of a computerized vocational information system, the College of DuPage has developed a student record exploration script to provide students with direct access to their own educational records. A student may elect to see any portion of his record or review it totally. At least one frame of explanation precedes each portion of the record display. Students may inspect their identifying data, scholastic status histories, probation conditions, and summaries of college level credits attempted and earned. They may review their transcripts of courses and credits and grades earned at or accepted by College of DuPage in chronological order or by broad study area. Where rating scales have been employed for coordinated job experience and other special studies, students may see these statements. Students may receive a detailed interpretation of tests they have taken by comparing performances to selected national and local norm groups for various occupational and transfer curricula. Scores are depicted as probable error bands and remain stationary on the screen as the average range bands for the norm groups move back and forth in relation to them. Forecasts for performance in various broad study areas are given in terms of probability in ten of earning average, above, or below average grades. The student reviewing his test results is quizzed by the computer to test his understanding of the graphic interpretations. The script pointedly cautions against misinterpretation and stresses the value tests may have for expanding students' educational and career horizons.

Extensions of the Community College Script are course-planning scripts which enable students to self-plan transfer or occupational programs of study. When more of the program is completed, students will be able to integrate information about community college programs to job categories of the vocational exploration script, local full-time job opportunities, and interest and forecast sections of the student record exploration script. Transfer-oriented students would also be able to see transfer college requirements translated into College of DuPage equivalents for at least the popular institutions.

Other colleges reported innovations in records functions. Rock Valley College stated that student records were microfilmed for increased counselor access. Additional computerization of records was reported by Kennedy-King, Illinois Central and Prairie State. Kennedy-King attempted to print-out statistical "histories" of all students. However, none of these colleges seemed to have attained the computer sophistication of William Rainey Harper and College of DuPage. Therefore, their efforts are not reported in detail here.

## COLLEGE ORGANIZATION

At least three Illinois junior colleges have initiated a new approach to college organization. The approach is often called the "cluster concept' and the following reports shed light on different aspects of that concept. The first report concentrates on one college's administrative organization; the second, on student personnel service's involvement in a cluster organization; and the last, on the physical organization of one college's clusters.

### COLLEGE OF DuPAGE

College of DuPage's cluster model was implemented in the Fall term, 1971, after more than a year of joint planning by students, faculty and administration. The College of DuPage reorganized itself into several small colleges and several central learning units (Developmental Learning Laboratory, Computerized Learning Laboratory and Learning Resource Center). In the Fall of 1971, five colleges had 35 to 40 faculty (including administrators and counselors) and 800-1200 students (FTE). Differences between colleges are not due to specialization in academic disciplines or broad occupational fields but instead, to unique approaches to individualizing, personalizing and improving the learning process. Counselors reside within clusters and report to the small college administrator (Provost). Hopefully, the small colleges will evolve as human development teams with counselors facilitating that direction and process. Each cluster team reaches into the college community to serve geographic segments of the district. Each college also maintains its own identity on the single central campus.

An All College Council is the major vehicle of campus governance. The Council reports directly to the president. Each council is elected. The Council contains faculty, students and classified personnel. Almost all working committees represent both faculty and students. Although there was an original provision for a faculty senate and a student senate, it is expected these two units will atrophy into small welfare councils for each of the groups concerned. Parts of that expectation have been fulfilled already. The student senate has disbanded and the faculty senate has voted to revise its constitution to allow for some of the sweeping changes in the all college government. As of yet, it is too early to predict problems or future developments.

Some College of DuPage functions are administrated centrally, not through the clusters. For these functions, the college continues to use a multi-celled presidency concept. The aims of the multi-celled presidency

practice has been to develop and maintain a more effective process of decision making and internal communications. The practice was conceived and developed several years ago by the president and his immediate staff. Briefly, the practice implies a method of making decisions within the organizational structure laterally as well as vertically. A cell of the college organizational hierarchy, (e.g., Dean of Faculty) may evaluate a set of conditions and arrive at a decision. He has no greater responsibility to the whole college than to communicate that decision. Implied within the plan is a close working relationship, allowing cooperative analysis and counsel, between various cells of the presidency. The practice has met with considerable enthusiasm by the administration of the college and has aided a decentralized method of college governance.

## OAKTON COMMUNITY COLLEGE

Oakton Community College has involved its student personnel services in the "cluster" organization of the college. The purpose of this involvement are:

Better facilitate the student's use of his potential

Enable student development facilitators to act as liaison personnel between teaching faculty and students in each cluster

Maintain and actualize the student development philosophy at the heart of each cluster

In January, 1971, the cluster concept was proposed to faculty by the Administrative Council. During that same month, the Council recommended three faculty cluster leaders to the board. For the remainder of 1970-71, cluster chairmen worked closely with their faculty members in the development of a cluster style of student development.

In the Fall of 1971, the faculty leaders assumed full duties, including those of faculty evaluation for promotion and salary increments. Also in the Fall of 1971, two student development facilitators were assigned to each of the three faculty clusters. These facilitators became involved with student development and faculty in-service training within the clusters.

Clusters are organized according to how people teach instead of what they teach. Similarly, students are assigned to clusters according to the ways in which they learn instead of what they expect to learn at Oakton. The admissions office assigns students initially to a cluster. However, a counseling interview secures or changes the student assignment. Usually a student is assigned to work with a facilitator in his own cluster. Different arrangements can be made, however.

In addition to his cluster responsibilities, each student development facilitator has a service strength, such as institutional research or vocational guidance. The facilitator establishes a program which makes this strength available to the total college. Also, he provides in-service training so that his student development colleagues can become adjuncts of his program.

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As faculty members within the cluster, the student development facilitators are eligible for duties which are uniquely related to their clusters. For example, a student development facilitator now serves as the appointed faculty leader of his cluster.

Most Oakton staff members speak rosily of the college's future. But Oakton's Student Handbook states that the college "believes in substance, not in empty words." Obviously, the college's main problem is that the cluster concept is still, essentially, untried. To make the program successful, the student personnel staff feels that it must communicate the learning environment to the students. Oakton's present students seem unclear or anxious about the freedom and orientation of the cluster concept, and student development facilitators seem to have some difficulty in communicating the concept to the students.

At present, no evaluation has been done concerning the cluster concept. This year, a student development facilitator will develop evaluation studies based on student behavioral objectives and other criteria, including standard academic measures.

In the future, the facilitators plan to develop faculty, student and faculty-student groups within clusters which will help actualize the proposed cluster environment. Also in the future, the faculty of each cluster will have control of the hiring of student development facilitators for its cluster, with the advice of the full college student development staff.

MORAINE VALLEY COMMUNITY COLLEGE

Three college centers support Moraine Valley Community College's attempt to involve its employees and students as a group of people rather than as individuals or small groups separated by organizational structure, job assignments or physical barriers. Each center attempts to encourage recognition and sharing of each person's expertise with other members of the college community. Artificial levels of prestige are broken down when communication is enhanced by the centers. The availability of the group helps each individual to succeed at Moraine Valley. The cooperation of the individuals helps the college to attain its institutional goals.

Each of the three Crossroads Centers has a student lounge, faculty work area, study area and student personnel area. But no area is separated by doors from any other. Instead, each area is basically defined by the efforts of the people within it. As a result, the center appears visually open and maintains a fluidity of function.

Of course, individuals have rights to their own "territory" within each center, and these rights are respected by others within the center. The basic difference is that these rights are related more to duties of the moment than to long-standing concepts of "professionalism." And as a result, "professionals" and students have freer access to each other. This access extends to Moraine Valley's president, whose office is within a Crossroads Center.

Most of the college's employees are enthusiastic about the Crossroads concept. Some prefer greater isolation, however. At this time, it seems very doubtful that the isolationists will prevail at Moraine Valley. Instead, the college plans to add more centers as it expands in the coming years.

## COMMUNITY SERVICES

Harlacher has said that "there is reason to believe that the next great thrust of community college development will be in the direction of community services."[1]

If Harlacher is correct, Illinois junior colleges are taking steps already to become part of that thrust. Student personnel is involved in several innovative programs which extend to special groups and to the community as a whole.

## MALCOLM X

Malcolm X College's St. Charles program attempts to break the cycle of return of Black youth to penal institutions. The program seeks to improve the lot and expand the personal goals of presently incarcerated youth.

In 1971, the St. Charles program was initiated after joint consultation between the college and the state's Department of Corrections. The college began to provide individual counseling and basic and innovative educational experiences for boys in the St. Charles State School. Hopefully, these experiences would continue after the boys left the school.

The recentness of the program makes evaluation of support, problems and success impossible. However, Malcolm X is already considering the possible expansion of the program to other institutions.

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[1]Harlacher, "New Directions in Community Services," Junior College Journal Vol. 38, No. 6, p. 12.

## MALCOLM X COLLEGE

Malcolm X College has also initiated a NeighborHood Youth Corps. The purpose of this corps is to support the attempts of impoverished individuals to continue their education.

About one and a half years ago, a similar idea was rejected. Yet, on May 31, 1971 funds were received for the establishment of the NYC II program.

The NYC II program attempts to improve the lot of out-of-school, unemployed youth in the community. It provides pay, counseling, employment training and innovative educational experiences for these youth. In addition, the program enrollees are exposed to the Malcolm X campus, where they receive college credit for their experiences as well as individual counseling and tutoring. Hopefully, the enrollees continue their education in Malcolm X or another college when they finish the NYC II program.

Malcolm X students, faculty and administrators seem excited about the program's possibilities, but it is still too early for any concrete evaluation of the program's success or failure.

## KENNEDY-KING COLLEGE

Kennedy-King College's Community Board was established to develop creative relationships between the regular campus, mini-campus, and community. It originated from a proposal submitted to the Model Cities Program by the faculty at Kennedy-King College--initiated April, 1970. Accordingly, membership is restricted to the Model Cities target areas of Englewood, Woodlawn, and the near South Side. The board consists of faculty (4) and community members representing the various Model Cities target areas (4).

The mini-campus is located away from the main campus of Kennedy-King College within the Model Cities target area. It is governed by the Community Board which can "assume all powers deemed necessary." The board can hire faculty, set policy and curriculum, and determine the distribution of grant funds.

Faculty and administrators seem to have some misgivings about the board's assumption of power. The major problems seems to be renewal of the grant from Model Cities.

The future of the Community Board is determined by HEW and Model Cities. Yet, the board intends to increase the amount of community involvement in the mini-campus and hopes to expand into the main campus of Kennedy-King College.

## WABASH VALLEY COLLEGE

Wabash Valley College has established a community-student committee in order to: promote a cooperative relationship between the student body and the community; solve problems before they grow to crisis proportions; and scotch rumors which arise either in the student community or in the community at large.

In 1970, students felt that the local police were being overzealous in their application of traffic regulations to student drivers. The Chief of Police was invited by the Student Senate to respond to these student charges. He brought specific evidence to refute the contentions. He also suggested that the complaint could never have attained its unwarranted currency if there had been an available avenue of communication between officials of the community and students. He proposed the scheme described below.

A representative group meets informally and irregularly. Any member of the group can ask for a meeting which is then organized by the present chairman, the Chief of Police. The group is composed of two student senators chosen by the Student Senate; two businessmen volunteers; one administrator chosen by the Director of Student Personnel Services; and one city official. The latter acts with the knowledge and approval of the Mayor. The chief function of the committee has been to raise questions and to assemble information to answer them.

The committee has been successful in a kind of group ombudsman role, but its current visibility is too low to allow it to be a useful channel of communication for a wide range of interests or people in either community. There has been no formal evaluation, nor is there likely to be one. Members of the committee have enjoyed the experience and the contacts.

The committee will continue indefinitely with the present form and functions. There are no plans to formalize or expand.

## STATE COMMUNITY COLLEGE OF EAST ST. LOUIS

In order to facilitate active involvement in the development of a new East St. Louis community, State Community College of East St. Louis has developed student activities which extend beyond the traditional college boundaries.

For example, during the last election, State's faculty and students were involved in the election of a new mayor over the choice of the local party machine. The college's students had a mock election and then invited the local candidates to speak at the college. Both activities were presumably important to the real candidates, since 74% of State Community College's students are over 21. After the mock election and speeches, the community college students worked for their candidates in the community. The students served also as poll watchers, to prevent voting irregularities in the community.

The election is one example of a many-faceted program of community involvement in the college's activities. The college's facilities are open to local residents whenever possible.

## LINCOLN TRAIL COLLEGE

Lincoln Trail College's Community Resource Program is designed to provide a clearinghouse of information about community people with particular expertise who are available for individual consultation, group sessions, formal addresses, classes, etc. Such a clearinghouse serves the following purposes:

1. Provides a cultural resource for a small, isolated community
2. Provides a resource for student organizations
3. Provides an opportunity for students and faculty to be resources for the community
4. Creates a service image for the college in the community
5. Encourages faculty to use the community resources in their class activities
6. Encourages unallied communities to join District #529

The Dean of Student Personnel Services has designed a form to collect the necessary information. He has obtained a list of civic organizations from the Chamber of Commerce and sent letters with forms to all of the clubs and to faculty and student organizations. He plans to assemble the responses into a printed booklet which will be distributed to people at the college, civic groups, chambers of commerce, industries, the communication media and others. The college doesn't plan to make booking arrangements between the participants and interested groups.

The program has not yet actually functioned. A reassuring initial response has secured the names of forty-one volunteer speakers on thirty different topics.

The program will be attempted for at least one year. Continuation will depend on community reactions.

See also Lincoln Land in Admissions and Records.

## COUNSELING

Although many of the activities in this report involve counseling services, the following accounts seem more categorizable as part of counseling innovations than as part of other activities.

This section begins with Kishwaukee's pre-service evaluation and in-service training of counselors.

### KISHWAUKEE COLLEGE

Kishwaukee College's counseling staff has designed a new hiring procedure. The procedure enables the present counselors to spend considerable time with an applicant and, also, to observe the applicant as a counselor with students. Of course, the procedure's objective is to reveal the best counselor from among the candidates for the position.

The new procedure is the result of staff consensus after a counseling position became open in 1970-71. In the new plan, the credentials of all applicants are screened for the most promising candidates. Those candidates are then invited to the Kishwaukee campus.

Two applicants visit the campus on the same day. They follow the schedule below:

| | |
|---|---|
| 8:30-9:30 | The counseling staff interviews both applicants. |
| 9:30-1:00 | Both applicants are free to visit the campus as they wish. Hopefully, they will meet students and staff. |
| 1:00-2:30 | Each applicant interviews a student. Two present staff members are available as resources during the interview. They act also as observers of the applicant. |
| 2:30- ? | The counseling staff reviews the day with the applicant. |
| ? - ? | After the applicants leave, the counseling staff discusses the strengths and weaknesses of each. Then the staff rates and recommends an applicant for the vacant position. |

The Kishwaukee staff seems very satisfied with this hiring procedure. The only plan for the future is possible expansion to other departments at the college.

## KISHWAUKEE COLLEGE

Kishwaukee College has also established an in-service program to develop leadership skills and to evaluate counseling personnel for the purpose of improving performance.

This is a four-day program which is designed to help staff members perform better as counselors. The following items are covered in the session:

1. Lead two actual meetings
2. Conduct an actual evaluation interview
3. Define problems which are relevant for meetings
4. State the objectives for the meeting
5. Involve most or all of the meeting participants in the discussion and the action which follows the meeting
6. Participants learn how to:
   a. Capiltalize on the person's strengths, and
   b. Change areas for improvement by
   c. Developing specific courses of action with the help of the person being evaluated

This whole program relates to Kishwaukee's counselor evaluation program (reported in the next section).

The program lasted for four days and was limited to 10 or 11 staff members. It was conducted between semesters.

Hopefully, the entire counseling staff will become involved in this program and within a few years the whole college may be involved.

A work program and a course for vocational students attempts to increase student involvement with counseling services at two Illinois junior colleges.

## MALCOLM X COLLEGE

This program is designed to assist Malcolm X College students in making a successful adjustment to college life.

The Counseling Assistant Program began in the Fall of 1970 with 18 students. Malcolm X staff members had discovered that many students had little to do. Therefore, they decided to involve these students in meaningful work, as counseling assistants.

Today, the Counseling Assistant Program has trained 85 to 90 selected students. The training program has consisted of two weeks of familiarization with the college, counseling duties and faculty. After training, the counseling assistants receive an assignment of students and they assist a full-time college counselor and a faculty advisor. The assistants receive an hourly wage of $2.50 from work-study funds.

The program's major problems have been a lack of faculty support and excessive absences by the assistants' counselees. There is general support of the program by students and administrators, however, and the Counseling Assistant Program may be expanded into local high schools in the future.

## WAUBONSEE COMMUNITY COLLEGE

Psychology 150 is a required employment orientation course for Waubonsee Community College's occupational students. The course has two major objectives: help students explore essential job and career information, and establish ties between occupational students and the counseling services of the college. The course also hopes to provide students with: a general concept of the relativeness of the components of the universe, the galaxies, solar systems, and planets; an understanding of the fixed quantity of the earth and its implications for life in the future; and an opportunity during which personal values and goals may be surveyed, identified or reoriented.

Meeting the first major objective involves a study of the economy as it relates to job trends and opportunities, a study of the psychology of job success, and a look into job seeking and interviewing techniques. The only required paper is a comprehensive occupational study of the job for which the student is preparing. This involves extensive use of occupational materials and government publications, most of which are maintained in the counseling suite. While the traditional classroom setting is suitable for this aspect of the course, it is not viewed as adequate for establishing the kind of student-counselor relationship that is desired. Fortunately, the course is structured so that it is possible to split the main group into two halves which meet in a small group setting after half a semester.

As the smaller groups develop, many concerns are discussed which do not relate directly to occupational matters. This, in turn, leads to a considerable amount of individual counseling on a wide range of subjects. The individual counseling is further encouraged by providing the opportunity for students to take several different kinds of inventories and tests, interpreting

the results and advising them of the availability of other measuring devices.

The instructor of Psychology 150 believes that the second course objective was met last fall because an average of about three voluntary interviews per student were held between the vocational counselor-instructor and the 45 students in the course. In general, the students responded favorably to the course. Their class efforts may have also facilitated better communication between the vocational counselor and instructors of occupational programs at Waubonsee Community College.

Two fairly traditional but "exceptional" programs not included here were reported by State Community College of East St. Louis and Wilbur Wright College. State Community College reported its group counseling and counselor workshops which aided the success of the total services. Wilbur Wright's personal counseling was described as a clinical attempt to help students with "middle level" personal problems--drugs, sex, family problems, etc.--that guidance and academic counselors would not handle normally.

See also Kishwaukee in "Evaluation," Harper in "Evaluation," and "Human Potential Groups."

## EVALUATION

In the Spring of 1971, the major issue in junior colleges may have been "accountability"--the need and methods for evaluation of services. At least one Illinois junior college has incorporated a type of evaluation into the bones of its structure. Another college surveys potential students in order to evaluate its efforts. A third uses a standardized survey for evaluation.

## WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College has established objectives for its administrative functions in order to improve communication between professional staff members and their supervisors, stress evaluation of actual job performance, reemphasize the importance of the student, and clarify the college's objectives so that planning will be aided. Also, the M.B.O. program seeks to improve the college's and staff's accountability for practices, as well as enable the elimination of irrelevant practices at Harper College.

The practice of management by objectives began two years ago at Harper. During the first two years, the practice moved from the highest levels of administration to the directors of programs. Within the next three years, M.B.O. is expected to encompass direct behavioral change objectives for students.

The most important part of M.B.O. is the setting of objectives. This is done at the beginning of each school year in conjunction with the person to whom an administrator or counselor reports. Those two staff members agree on the year's objectives and how they will be measured.

Objectives are of four broad types: routine, problem solving, innovative, and professional. The routine objectives grow out of traditional job descriptions. These objectives are generally repeated from year to year. Another type of objective is the problem solving objective. These objectives focus on particular problems that need solving. The objectives are aimed at eliminating the problem or at finding out why the problem exists. Normally these objectives change each year, contrary to the routine objectives. The third type of objective is the innovative or creative objective. This is based on the idea that each student personnel staff member should be working toward the development or implementation of at least one new idea per year. This objective may involve either the establishment of a new practice, the investigation of a new idea, or the evaluation of a newly adopted practice. The fourth type of objective is the professional growth objective. Professional growth objectives remain fairly constant from year to year, though

in some cases they will change, particularly as new opportunities present themselves for personal growth.

As indicated earlier, each administrator or counselor develops his objectives in the four categories. Then he sits down with his supervisor and goes over them in detail until agreement is reached on the year's objectives. Thereafter, a conference is held quarterly to review progress on the objectives. If additions or deletions are necessary in the objectives, they are made as needed. If no changes are made, then the person is held fully responsible for the objectives at the end of the school year.

During the final interview, a person's performance for the year is reviewed and a merit pay system is applied. Those who have met or exceeded their objectives are rewarded. Those who fail badly or consistently are identified and helped to overcome their weaknesses.

Perhaps the greatest problem of any M.B.O. approach is the quantification of objectives. Objectives are difficult to specify concretely enough for measurement. Sometimes the final, written objectives seem trivial despite the great time and effort required for their quantification.

As indicated before, Harper's M.B.O. program is near the middle of a five-year plan. In 1971-72, administrative directors will institute behavioral objectives with their staffs, then, presumably, M.B.O. will begin to consider direct student changes in behavior.

## KASKASKIA COLLEGE

A Survey of Educational Needs has been conducted to improve the quality of instructional and student personnel services at Kaskaskia College. The survey enables Kaskaskia counselors to work with local high schools in order to discover student enrollment intention, program preferences, curriculum, and any reasons for non-attendance at Kaskaskia.

The feedback from the survey is used to evaluate the strength of Kaskaskia's offerings and the need for new programs. The Survey of Educational Needs began in 1969 under the director of vocational education. Now it is conducted by Kaskaskia's vocational-guidance and high school relations counselors.

The survey begins in the Fall, when contact is made with all district high schools. Based on previously good relations, 90% of the area high schools participate. Every high school junior and senior receives a survey form. High school counselors administer the questionnaires and receive complete analysis of data in return.

If the student expresses an interest in Kaskaskia College on the survey, then he or she receives an invitation to register and see the campus. The survey data are analyzed to reveal program and public relations needs for Kaskaskia College. Data summaries are sent to all participating high schools and to administrators within the college.

Kaskaskia administrators have had difficulty finding convenient times to administer the questionnaire. There has been little trouble in securing high school participation. Formal evaluation of the Survey of Educational Needs is under way now. In the future, as now, the study will be conducted yearly. Hopefully, a high school participation will remain high so that Kaskaskia can continue to use the survey information to evaluate its programs.

## CARL SANDBURG COLLEGE

As an annual form of evaluation, Carl Sandburg College administers the ACT Institutional Self-Study to all board members, administrators, full-time faculty and to a random sample of students. The results of the self-study guide the college's development of programs.

The self-study has been used for three years. It has expanded to include the board members and increased numbers of students. The practice receives excellent support and the college plans to continue the self-studies.

Evaluation is not only an effort of the total college or total student personnel program; it is also a part of the operations of individual services of the program. Here are two accounts of evaluation measures in college counseling services.

## KISHWAUKEE COLLEGE

The Director of Student Personnel Services works with Kishwaukee College counselors in order to promote communication and staff improvement through evaluation. Basically the college evaluation system provides both positive reinforcement and behavioral objectives for counselors through the identification of "well dones" and "opportunities for improvement" in each staff member's counseling style.

The college's Director of Instruction brought this evaluation system to Kishwaukee from the State of Washington. At present, only the counseling staff uses it.

In the system, the director observes the counselor. Both the director and counselor prepare a list of "well dones" and "opportunities for improvement." They review the list together for areas of disagreement and discuss them, After this discussion, the director and counselor plan courses of action and a time schedule for the action. The staff member agrees to work on problem areas and he sets a date for review of the "opportunities for improvement."

As may be expected, there is some difficulty in securing staff members' cooperation to discuss personal needs for improvement. However, the mutuality and concreteness of this evaluation system seem to facilitate the discussion. In general, the administration's approval of the system indicates its possible future expansion into teaching areas of Kishwaukee.

## WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College believes that evaluations by peers, students, supervisors, and an outside agency help its counselors to upgrade their skills. The various evaluations make counselors more aware of their professional responsibilities. The evaluations serve to validate the counseling services to the community.

In the Fall of 1970, the Director of Counseling applied for accreditation from the American Board of Counseling Services. Later in the year, a visiting team questioned Harper counselors on professional ethics and practices. After a total of seven months, the college received probationary certification for educational, vocational and personal counseling. The director felt that this certification was a great boon to the beginning efforts of Harper College's community counseling center.

In addition to this outside evaluation, Harper College has used internal evaluations of its counselors from peers, students and supervisors. Each year, an evaluation committee is appointed from the counseling staff. This committee reviews each counselor's abilities in live sessions and on video tape. Then the committee rates each counselor on a three point scale: (1) Questionable, (2) Average, (3) Outstanding, and sends the rating to the Director of Counseling. The director reviews the counselors' records and rating and then sends his recommendations for promotion, etc., to the Vice President of Student Affairs.

Also, 50 students are selected randomly from each counselor's assignment of students. These students receive a counselor evaluation form which they complete and return to the college. The results are collected and a composite is formed for the Director of Counseling's review.

The Director of Counseling feels that these evaluation devices help to get referrals for the counseling service. He sees no major problems in any of the devices and expects their continuation in the future.

## EXPERIMENTAL COLLEGES

The experimental college is an increasingly popular device for junior college innovation. The following reports focus on two such colleges which seem somewhat different in purpose and design.

### SOUTHWEST COLLEGE

Southwest College's Alternate College is the result of student desires for courses and experiences which supplement the college's regular curricular offerings. The basic purpose of the Alternate College is to provide educational experiences which are meaningful, relevant and of particular interest to Southwest students.

This year the Alternate College has emerged in response to student needs and wants. The college is student run, student organized, and student planned. There are no fees, no tuition, no grades, and no mandatory attendance. The students have received considerable aid and support from Southwest's student personnel staff--primarily concerning plans for courses and the utilization of facilities. To date, the Alternate College offers 15 courses. Some of the titles and descriptions are as follows:

The Art of Human Relations (Topics and readings related to love and sex, sex responsibilities, the concept of marriage, abortion, and birth control vs. people pollution)

Study Group on Women (Topics include the history of the women's liberation movement and the problems of social discrimination against women)

Survival Outdoors (Instructions on camping and equipment)

Intricacies of the Modern Automobile (Elementary course to familiarize the uninitiated with the happenings inside his car)

Mexican Cooking (Demonstrations on the preparation of different Mexican dishes--a history of the dishes accompanies each demonstration)

Rock 'n Roll is Here to Stay (A short historical rundown on today's music as it developed from the "rock and roll" music of the 1950's)

Both Southwest instructors and outside speakers participate in Alternate College programs. Approximately 20% of Southwest's faculty and 200 of its students are involved with the Alternate College. As a result, a lack of chairs has often been a greater problem than a lack of students in Alternate classes.

However, Southwest College has attempted to find adequate facilities for Alternate College classes.

The evaluation of Alternate College courses consists of verbal reports and short opinionnaires after the completion of classes. So far, the evaluations have been positive and the future development of the Alternate College appears to be bright.

## COLLEGE OF DuPAGE

Alpha One is a research and experimental cluster college at College of DuPage. Alpha One provides a laboratory in which specified educational innovations can be tested while the regular college proceeds as normal. Activities within Alpha One include:

1. Learning experiences
2. Teaching strategies
3. Curricular organization
4. Administrative structure
5. Evaluative techniques
6. Physical environment
7. Student characteristics
8. Instructor characteristics

Alpha One is a college within a college. It is the first of a cluster of colleges within the overall organizational framework of College of DuPage. Emphasis is on learning rather than on teaching--student centeredness rather than subject centeredness. Learning activities are multi-disciplinary in nature, and take place within a variety of educational settings. Attention is given to individualized instruction, diversified ways of arranging schedules, and variety in the approaches to learning. Participation by faculty and students is entirely voluntary, although students are selected in an attempt to draw a group representative of the total enrollment of the college. The initial group of students was limited to a maximum of 200-250 FTE. Students enroll in Alpha One on a full-time or part-time basis. They take activities for credit or non-credit; work for a degree or non-degree; and have the opportunity, at any time, to request an evaluation or credit assignment for work completed to date.

The Alpha One program has encountered the usual problems of experimental colleges, yet Alpha One has achieved wide popularity among faculty and students. Its future seems bright at this time.

## FINANCIAL AIDS AND PLACEMENT

At least three exceptional financial aids offices serve Illinois junior college students. One exceptional placement office is reported also. But before those exceptional offices are described, the reader is asked to note the following account of an innovative practice in financial aids.

### WILBUR WRIGHT COLLEGE

Wilbur Wright College's Financial Aid Program for Orphans is an unpublicized fee-grant program for high ability students who are wards of local orphan societies. The program is designed to allow fee-grants to act as "seed" money for Educational Opportunity Grants. The fee-grants are limited to $125 each for the six students participating in the program.

The program was initiated in 1968 because Wilbur Wright's registrar had no children and took an interest in orphans. Therefore, he pledged to support orphan students recruited by the college. Yet, fate took its toll--the registrar was killed in an airplane crash and, by default, the college was forced to fund $7,500 for the program.

Wilbur Wright's Orphan Aid Program seems to be unknown to all except its student beneficiaries. As a result, the program will probably die quietly and quickly whenever its initial funds have been exhausted.

### PRAIRIE STATE COLLEGE

Prairie State College has tried to create an exceptional financial aid program that identifies and provides financial support for needy students.

The financial aid office attempts to involve significant others into the formulation of an effective program, e.g., an "Ecumenical Conference" was held with local clergymen in order to identify needy students through their agencies (also an attempt was made to establish a scholarship fund), local businessmen were asked to donate money toward scholarships, and college academic personnel participated in the development of innovative jobs through the college work-study program. Whenever possible, jobs were created to complement the students' educational interests.

The financial aids director believes his greatest problem is "getting students to understand the purposes of the program."

BLACK HAWK COLLEGE

Black Hawk College's program becomes exceptional through its use of materials to communicate information on financial aids to every needy student.

The evolution of Black Hawk's attempts to communicate financial aid information came in 1969-70. During that year, the number of ISSC monetary scholarships increased from 100 to 360 and new aid programs were justified through NDEA and EOG.

The following communication devices are used at Black Hawk College:

1. Letters are sent to every high school senior in the college district.

   These letters contain general information on Illinois State Scholarship Commission grants, which urge students to apply regardless of where they are going to college. Special information is included for Black Hawk-bound students. Vocational students are told that the scholarships are available for them too.

2. Letters are also sent to all presently enrolled students, informing them of financial aids opportunities.

3. Minority groups within the community are contacted through agencies such as Project Now, Head Start, Model Cities, Youth Opportunity Center, etc.

4. All student personnel staff members have complete file folders on opportunities for financial aids. All faculty members receive letters urging them to encourage students to apply, if qualified, for aid.

5. Special packets of materials go out to high school directors of guidance, department chairmen, and teachers of occupationally-oriented programs. The packets include information and examples of forms to use to help explain procedures to students.

A great deal of work has been required to establish these new communication devices. Fortunately the work seems to be paying off and the devices should continue to be used at Black Hawk in the future. Also in the future, a financial aids workshop-for-credit may be offered to local high school counselors.

MORAINE VALLEY COMMUNITY COLLEGE

Moraine Valley Community College's financial aids office tries to provide specific information to every member of the local community about financial aid for higher education. The office is available to any person in the community who needs help in applying for financial aid.

The office makes itself available to different groups in different ways. It offers workshops for parents of high school students, high school counselors, Moraine Students who expect to transfer, veterans, and interested clubs and organizations. In addition to these workshops, the office also provides a great deal of written information about financial aids.

The office functions during the day and evening. Its practices have received substantial support from all quarters. Therefore, the office will continue to grow in the future.

MORAINE VALLEY COMMUNITY COLLEGE

The interviewer of Moraine Valley Community College thought that the college's placement office was also exceptionally well run because of its numerous and different approaches to the fulfillment of its objectives. The placement office's specific objectives are to find employment for the students, make local and other employers aware of the human resources at Moraine Valley, and assist students in the development and maintenance of permanent placement folders.

Since 1969, Moraine's placement office has inundated local and other employers with information about the college and its students. The office has advertised the skills of the college students on radio and in local newspapers. A Careers Conference is held yearly; it is organized and hosted by Moraine Valley students.

In order to assist the students' successful attainment of employment, the office has placement workshops which concentrate on such topics as interview techniques--using video tape and role playing, the development of resumes for placement folders, and letters of application and reference. When a Moraine student completes his personnel folder, he releases its contents to the college which keeps the file for the remainder of the students' life.

When a Moraine Valley student applies for a job, he hands a college introduction card to the prospective employer. After the interview, the employer returns the card to the college with a notation of whether or not the student was hired for the job.

Two placement service reports indicated again the variations and possible limitations of college and interviewer perceptions and reports of programs. The Kishwaukee College interviewer commented that the college's placement program was substantial and was modeled on the Sauk Valley program. However, Sauk Valley's interviewer did not report that college's opinion that its placement program was exceptional.

## HUMAN POTENTIAL GROUPS

In different shapes and forms, human potential groups have burgeoned in Illinois junior colleges. The following reports indicate some of the differences in college experiences with these groups.

The first reports describe course-type human potential groups. Most of these courses attempt to help students make better, general decisions. However, the last example includes specific student education and vocation planning objectives in its course goals.

### COLLEGE OF LAKE COUNTY

In its achievement motivation seminars, College of Lake County helps students to: learn to share meaningful experiences in a group setting; define, set, and evaluate personal goal achievement; create more positive self-concepts through better identification of personal successes; recognize and use personal strengths; identify, rank and integrate values with goals; learn more positive ways to cope with conflicts; and integrate achievement motivation techniques with long-range personal goals.

The achievement motivation seminars were begun in the Fall of 1970 by two Lake County counselors. These counselors had attended a Human Potential Seminars Conference at which they gained ideas and materials for the Lake County seminars.

A student services staff member acts as the facilitator of each seminar's six to twelve students. A manual of information and projects is used as the course text. Students usually complete the manual in ten to twelve weeks, after which they have control of the course time. The seminars are offered for two hours of developmental services credit, which has little functional value for most Lake County students.

There seems to be two problems with the seminars at present. First, most faculty and students are unaware of their existence. More publicity is needed. But among those who are aware of the seminars, there is some resentment about the connection between the seminars and the college's developmental services program. These staff and students feel that some "normal" students are missing the positive, personal education of the seminars because of their connection with "remedial" courses.

If attendance projections are correct, however, the worries about a lack of publicity or a "remedial" tag may disappear soon at Lake County. The Student Services Office expects to offer and fill ten seminars in the Fall of

1971. Only five seminars were offered in Spring, 1971. Of the existing seminars two were restricted to dismissed or probation students from four-year colleges. More experimental groups may be offered in the future.

## WAUBONSEE COMMUNITY COLLEGE

Waubonsee Community College has developed a course in Personal Opinion, Psychology 149, in an attempt to bridge the gap between man's emotional and rational natures. The course hopes to increase the students' recognition that most people have similar life desires. Behavioral outcomes concern the students' understanding of man's emotionality. Participating students learn to reduce rigidities and expand personal absolutes into a philosophy of life that deals with all aspects of man's behavior.

The course began in 1968-69. It is discussion oriented and based on student-chosen topics of concern. The only stimulus materials are films (e.g., "The Violent Universe") interest inventories, and the students themselves. Each student selects a topic that he wants to discuss and then he presents it to the class. The presentation lasts about fifteen minutes and functions as a stimulus for the expression of personal values and emotions. The remaining class time is spent in a discussion about the issue presented. The class meets twice a week for one hour credit; it is led by a counselor as teacher.

Toward the end of the semester, the students evaluate the course and themselves at a basic encounter experience. The encounter usually lasts about four hours. During the encounter, the students develop evaluation criteria for the course. Some typical criteria are student self-evaluation, personal growth, attendance, participation, and individual impact on the group.

In the future, Waubonsee plans to establish a new, similar course for students who plan to transfer to four-year institutions. The focus of this course will be on adjustment problems in a university.

## OAKTON COMMUNITY COLLEGE

The objectives of Oakton Community College's Human Potential Seminars are to: encourage the student's active and positive change of his or her behavior; provide an opportunity for student examination of values, attitudes and beliefs; broaden and deepen the students' life philosophies; increase the student's sensitivity to himself and others; and increase the student's sense of responsibility for his own education.

Oakton's Human Potential Seminars are taught differently, according to the different skills of the student development facilitator-instructors. The Dean of Student Personnel Services requires only that each instructor maintains

a positive learning environment in the seminars. The seminars are offered for two-hours credit and may be repeated by students.

In general, the seminars follow the McHolland and/or Santa Fe models. Requirements for different grade levels are specified; they include projects of self-exploration and self-improvement in which the student controls the content of the projects.

Oakton's major problem with the seminars is symptomatic of their success at the college. The problem is "finding time." The seminars meet once weekly for two hours. Oakton students feel that a weeklong gap between sessions inhibits their personal growth. Therefore, they have volunteered two extra hours per week for the courses. However, the student development facilitators have been unable to schedule extra seminar sessions satisfactorily. The facilitators' heavy schedules prevent them from spending more, sometimes "adequate," time on the seminars.

In the future, each student personnel staff member will be required to lead two sections of the seminars. As the student demand increases, the student personnel staff hopes to provide seminar facilitators from academic areas of the college. Possibly, student co-facilitators will assist the faculty facilitators. These students may be selected from among those who repeat the seminars.

## MCHENRY COUNTY COLLEGE

The following objectives were established for McHenry County College's Philosophy 100 course for 1970-71. Below each objective is a list of specific student behaviors which indicate progress toward or attainment of the objective.

I. Define tentative educational-vocational goals, based on an analysis of abilities, interests, needs and Interactive Learning System results.

   A. Describe the "academic you" in terms of abilities, interests, and performance to date.
   B. Describe the "social you" in terms of your academic and vocational goals.
   C. List personal reasons for being at McHenry County College.
   D. Determine specific characteristics of your educational-vocational goals.
   E. Use the Interactive Learning System to explore possible goals based on "A," "B " "C."
   F. Choose a vocational goal and defend it in the context of "you."
   G. Describe the education necessary to reach "F."
   H. Describe feelings and state of mind concerning the tentative choices.

II. Develop an awareness and acceptance of self-philosophy, values and needs.

A. Define terms--philosophy, value, and needs.
B. Arrive at a five sentence statement of your "code of living."
C. Become familiar with different codes of living as expressed by other group members.
D. Describe yourself in terms of personal characteristics.
E. Describe yourself as others see you and determine if your "others" perception is accurate by talking with group members.
F. Describe yourself as you would like others to see you.

III. Become personally acquainted with fellow group members.

A. Know personal characteristics of group members.
B. Describe your reactions to and impressions of at least four group members after four or five weeks of the course.

IV. Relate knowledge of self and goals to the McHenry County College experience.

A. Discuss initial reactions, reactions after four weeks, and at the end of the course.
B. Speculate on possible changes in you since entering McHenry County College.

1970-71 was the second year for the course. During that year, the Office of Student Services changed Philosophy 100 from a hodge-podge--orientation, vocational guidance, registration course to a course that concentrates on developing student awareness of goals definition, development and attainment.

A maximum of twelve students join each section of Philosophy 100 for eight weekly, two-hour sessions. The course utilizes group techniques but, according to the Office of Student Services, it is not an encounter group. Instead, the instructor provides some structure as to the subject matter to be discussed, especially during the first few weeks when an Interactive Learning System is used. During the last few weeks, discussion topics are left more open as students become better acquainted with one another and more able to discuss personal concerns. For those students who like the unstructured situation, an encounter group experience is offered on a voluntary basis as a follow-up to Philosophy 100.

The next reports describe groups with similar goals but different time arrangements than the human potential courses. The final two reports indicate possible human potential groups for special segments of the college population.

See also Waubonsee Community College in "Counseling."

## THORNTON COMMUNITY COLLEGE

Students come together in Thornton Community College's Speak Easy groups to communicate on a feeling basis with each other; gain greater self-awareness within a small group setting; become aware of their own feelings and the feelings of others, thereby gaining in understanding and appreciation of themselves and their relationships with members of the group; discover "who," "what," and "where" about themselves; discover how they affect other people and how others affect them; establish personal relationships with people outside the group using the knowledge they have learned about themselves and others while in the group.

Speak Easy was initiated two years ago by interested Thornton counselors. There was no special funding for this practice. Today, it is up to an individual counselor to set up a Speak Easy. The counselor selects the time and place and extends invitations to interested students. Students also invite other students to join them. A student may join the group at any time with the consent of the members.

Speak Easy usually consists of six to ten members in a group which meets for weekly two-hour sessions during a semester. Each Speak Easy has one counselor present whose role is facilitator-participant.

Speak Easy functions primarily as a verbal group. Discussions center on such topics as getting to know each other, establishing group and individual objectives and goals, promoting trust relationships, meeting the needs of the individual in the group, and promoting intercommunication among group members.

Speak Easy has two limitations. First, the concept of giving and receiving help in small groups is not accepted as a function for Thornton's student personnel staff. There is no administrative support for counselors who are attempting to be of service to students through this approach. Second, very few faculty members are aware of what Speak Easy is trying to do.

## MORAINE VALLEY COMMUNITY COLLEGE

Moraine Valley Community College offers a group dynamics lab experience that helps students prepare for effective participation in school, employment, and in other group situations. Its general goals are to help students to recognize the differences between the results of group decisions and individual decisions within a group; distinguish task, interaction and self-oriented group roles; know at least 13 lab participants fairly well and their 7 group participants very well; and become more sensitive to the human side of leadership in a group.

Moraine Valley has offered this group experience for the past three years. The group lab is an eight-hour experience for forty students and one student personnel worker at the college. The lab is open to anyone who is interested in leadership. Its structure consists of a series of timed learning activities in building teams, seeking consensus, recognizing roles, observing group process, discussing members' group roles and again, seeking consensus.

The lab has received wide support from faculty, students and administrators at the college. Pre-post questionnaires indicate that the lab provides excellent effective training for students. Along with this positive feedback, however, is some feeling that the lab tries to teach too much cognitive material in one weekend. This minor complaint may alter the program, but shouldn't diminish the college's continued support of the group dynamics lab.

## ILLINOIS CENTRAL COLLEGE

These human development groups try to promote better understanding between people at all levels in the college. The groups have included students only, students and professional staff, and students and non-academic staff of Illinois Central College. The groups were initiated during the Fall of 1970. The Director of Counseling was primarily responsible for initiating the program and for in-service training of staff and students as group leaders. Student personnel staff and students co-chair the human potential groups of students, faculty, maintenance personnel, and administration. Informal interaction is the basic structure of the groups.

The groups have been well received at Illinois Central and the only problem seems to be in the satisfaction of a growing demand for group participation. The Director of Counseling has indicated that as more staff become available and qualified, the program will expand to include more participants.

## BLACK HAWK COLLEGE

Black Hawk College's Coordinator of Guidance has established human potential groups for women who are returning to college after a lapse of several years. He feels that these groups have two educational goals. First, they build confidence and a positive self-image in the minds of women returning to college after ten years or more of non-involvement in academic learning. Second, they provide a chance for older college women to get to know one another and to share their ideas, interests, and techniques for coping with the return to college.

Since the beginning of Fall, 1970, the Coordinator of Guidance has sent notices to student personnel and teaching faculty that ask for referrals of women students who are returning to college after an approximate ten-year absence. Similar notices also appear in the college bulletin and newspaper. In the Fall of 1970, two groups of volunteers met once a week for about ten weeks. Not enough new women students entered Black Hawk for a Spring group. In the Fall groups, the women discussed their feelings about returning to college, and they shared various techniques for coping with special problems.

The Coordinator of Guidance feels that the 1970-71 groups did not include all of the eligible women students at Black Hawk. Perhaps the present members' enthusiasm will bolster group attendance by new students when the groups are offered again in 1971-72.

## ORIENTATION

Perhaps it is fitting that this section follows the descriptions of human potential groups, for the nature of orientation programs seems to be changing from a shotgun introduction to college rules, to a broader orientation of students to themselves as well as to the college.

Three of the following reports indicate that trend. The first two reports describe orientation courses, both of which have encountered some structural problems. The last two reports describe short-term orientation programs: the first is based on the human potential programs; while the final report indicates an innovative use of students in a traditional orientation program.

### KANKAKEE COMMUNITY COLLEGE

Since 1968, special classes have been held as an extension of Kankakee Community College's orientation program. The classes hope to familiarize students with college regulations and academic requirements.

Students are assigned to classes in groups of ten. The classes meet once a week for four weeks. They are led by members of the Student Services staff. During the class meetings, the student has an opportunity to discuss academic regulations, transferability of courses, discipline regulations--in general, college policies and procedures. However, many times students will also pursue and discuss informally such topics as drugs, race relations, etc. This appears to be a definite step in the development of a more student-oriented orientation program.

The major problem of the course is that it is voluntary. It is very difficult to retain students for sessions. Some staff members are able to inspire students enough so that they look forward to each of the four meetings. Other students find the meetings less valuable and do not return after the first meeting.

It is anticipated that the program will be retained with the possibility of scheduling classes into the students' schedules at registration. There is also some consideration for making the classes a mandatory part of the student's class schedule.

## KISHWAUKEE COLLEGE

Sociology 120 is a one credit orientation course at Kishwaukee College. The course's objective is to help freshmen adjust to college life.

Sociology 120 has been a requirement for all Kishwaukee freshmen since 1968. The course meets for two full days prior to regular classes. Then one hour lectures are held each week for the duration of the Fall semester. Each course section contains 10-12 students.

The course's style and content vary considerably during the semester. The counselor-instructor may lecture about Kishwaukee or other college requirements for part of the semester. At other times, he may discuss tests, counsel students, or participate in student discussions about current topics of interest.

But despite the possibilities of relevant course content, many Kishwaukee students seem to resent attendance in Sociology 120. Their primary complaint is that the course meets too often for too little credit. The credit problem is accentuated by Northern Illinois' rejection of it for transfer. Both students and staff would like to restructure the course so that fewer meetings would equal the time and credit now available in the course.

Kishwaukee counselors hope to restructure Sociology 120's time requirements in the near future. Also, they hope to offer special sections for "high risk" students who seem to need more personal attention in order to adjust successfully to life at Kishwaukee College.

## MORAINE VALLEY COMMUNITY COLLEGE

Moraine Valley Community College's freshman orientation conference attempts to impart feelings of unity and belongingness which aid the participant's adjustment to a new educational institution. Also, administrative chores are handled within the supportive atmosphere of the conference. Specifically, new students get to meet Moraine Valley students and staff. They receive information about the college facilities, activities and services. The new students also select courses which are related to their educational goals.

The conference lasted for two days last summer. The activities of the first morning began with registration and then, milling exercises to form groups of 8. Each group had a counselor, student aide and student personnel worker. After the group discussed personal reactions to the milling, an exercise of group painting was initiated. The purpose of the group painting was to integrate individual efforts into a product which fostered group identification and solidification. After the painting, the group discussed personal reactions to the exercise. Later, an art process analysis exercise helped the students to gain more understanding of peoples' feelings about new group organization and interaction. The morning ended with a personal unfoldment experience, designed to diminish students' anxiety about the group process.

After lunch together, the students met in groups of 16 to discuss concerns about Moraine Valley.

On the second day, groups of 16 students met in a mini-orientation and registration session which promoted student responsiveness and responsibility in planning their educational programs. Later, each student had an individual counseling appointment. Then he went through final registration in ten to fifteen minutes. Over 75% of the initial registrants completed registration on the second day. After registration, the students completed an evaluation questionnaire.

Six half days of similar orientation and registration activities were made available for full-time students who were unable to attend the two day conference. Part-time students received two hours of small group discussion, individual counseling and registration as their orientation. Also, the parents of full-time students were invited for two nights of orientation to Moraine Valley. Of the last two groups, 80% of the part-time students and 10% of the parents attended the orientation sessions.

This year, the college staff plans to continue these orientation procedures because of very favorable reactions from the students involved. The staff may attempt to improve the precedures so that different groups of people are treated more differently in the orientation sessions. Definitely, the evaluation procedure will be revised in 1971-72.

## BELLEVILLE AREA COLLEGE

This program has the objectives of publicizing Belleville Area College to the local high schools and orienting incoming freshmen to Belleville's social and academic programs.

Belleville students are selected to visit local high schools to talk to interested students and counselors. During the following Fall, the students meet with incoming freshmen to orient them to the social and academic programs of Belleville.

To prepare for these activities, the students undergo a training workshop. Last year, twenty-four students participated who were able to serve 1700 freshmen. Preparations are now being made for the second year. The new preparations will include more social activities, a lack of which was considered to be a problem last year.

Two traditional programs of orientation were reported as exceptionally well-organized: Danville's and Lincoln Land's. Interested readers are encouraged to contact these schools for further information.

See also Elgin in "Student Activities."

## STUDENT ACTIVITIES

Student activities innovations indicate changes toward increased student responsibilities and improved student-staff communication at Illinois junior colleges. The following reports reflect those changes.

The first two reports indicate two colleges' different efforts to increase student responsibilities.

### JOHN A. LOGAN COLLEGE

In an effort to broaden the educational experiences of its students, John A. Logan College has developed a system for involving students in college affairs by including them as voting members of college operational committees. The college's officials hope that this involvement program will enable students to: operate more effectively with peers, faculty and administrators; increase student competence as it is related to the affairs of the college; help staff and students understand each other's needs; and make students aware of the problems associated with decision-making in the modern community college.

John A. Logan students are involved on five committees: Learning Resource Committee, Student Affairs Committee, Curriculum and Instruction Committee, Scholarship Committee, and the President's Advisory Council. Each committee accepts two nominations from the Student Senate. One of the nominees is always a member of the Student Senate. The other nominee comes from the student body-at-large. All committee members have full voting rights, and faculty members on the committees assume responsibility for developing competence in the student members. The committees have nine to twelve members. They meet once a month.

The program was originated by the students and the student personnel division in 1969. No formal evaluation has taken place; indeed, there is some question whether a formal evaluation would be useful. Instead, the program is evaluated subjectively--using the involved people as instruments and their perceptions as evaluative evidence. This type of evaluation takes place continuously at John A. Logan.

## AMUNDSEN-MAYFAIR

A Student-Faculty Relations Committee provides a grievance procedure for Amundsen-Mayfair students. Hopefully, the committee improves the relationships between students, faculty and administrators at the college.

In the past, Amundsen-Mayfair students have been concerned about the school's grading practices. This grievance has spurred the establishment of the Student-Faculty Committee which is composed of nine faculty and a variable number of students. The committee meets whenever necessary to hear and discuss student grievances.

Student cooperation has improved since the committee's inception. Faculty cooperation has been fairly good. A major problem has been the scheduling of convenient meeting times for both faculty and students.

## WILLIAM RAINEY HARPER COLLEGE

The routine objectives of William Rainey Harper College student provost are: administer a student poll on a regular basis, serve as a student ombudsman, supervise a student tutoring service, develop and maintain communication between students and the professional staff, organize student participation in new student orientation, and carry out other tasks for student government and the vice president of student affairs.

1970-71 was the first year for the student provost position. The first provosts were appointed by the administration in consultation with Harper's Student Senate.

The routine objectives state clearly the duties of the student provost. So far, the student poll has dominated the provost's time. For conducting all of his duties, the provost receives $3,000, half each from the Student Senate and the Student Affairs Office.

Harper's student provost may be an excellent example of Merton's "marginal man"--in between two worlds and belongs to none. Both the Student Affairs Office and Student Senate seem to have mixed feelings about the position. Yet each group is unwilling to suggest changes in the provost position, lest a delicate balance of power be disrupted at Harper.

The position of student provost has an unclear future. The Office of Student Affairs feels that the position should be funded for another year. After 1971-72 the provost position may become: an experimental position for new ideas, or a position to develop communication between students and staff at Harper, or non-existent, because of the incorporation of the provost's present duties into the normal duties of the Student Senate.

The students' greatest concern is student participation. They have had trouble getting students involved and are continuing to have difficulties. The student leaders feel that the college has given them a great deal of responsibility but, unfortunately, they have not assumed that responsibility to its fullest extent. Furthermore, although many student members have received help from faculty, there is still a need for faculty members to become more closely involved in training students to work effectively in the committee positions. There is much that students do not know about academic processes; there is much that faculty members can teach.

Regarding the future, students are now attempting, with the aid of the student personnel division, to find new methods to involve more of their peers in the committee activities.

## REND LAKE COLLEGE

Rend Lake College attempts to recognize student rights and maturity by giving control of activities fees to the Student Senate. The college recognizes that students have a right to freedom from administrative control in determining the activities program. Students are assumed to be old enough to handle the responsibility. Hopefully, this policy encourages students to become more involved in creating activities to fit student needs.

The practice began about 1967. To implement the policy, a Student Senate account has been set up in the business office. Each year, a ten dollar nonrefundable student activities fee is collected at registration. This fee is forwarded to the Student Senate account. The treasurer of the Student Senate handles all purchase order or checks to be drawn on the money by campus clubs.

Student control of activities fees is a well received, established practice. The greatest problem with this policy has been the debate between the Student Senate and campus clubs over division of the activities fees. There has been no formal evaluation of this practice and there are no plans to change this policy in the future.

## EPILOGUE

Two practices have yet to be mentioned. The first is innovative; hopefully, the second is not exceptional.

### WILBUR WRIGHT COLLEGE

The Annual Wilbur Wright College Faculty Seminar on Innovation and Experimentation has not been held as of Spring 1971, but is planned for the very near future. It is a faculty-staff seminar designed to inspire new methods of interacting with the community college student. Papers have been requested from within the college, and innovative methods will be demonstrated in the open-invitation meeting. Selected papers will be collected for publication, and shared throughout the college.

### LAKE LAND COLLEGE

Lake Land College's interviewer found no tangible practices which he, or the college, described as "innovative." However, the interviewer noted Lake Land's "general desire to work for the good of the student" as the college's "exceptional practice." Hopefully this practice is not exceptional in Illinois junior colleges. Hopefully, it extends to all those colleges regardless of the numbers of their tangible "innovative" and "exceptional" practices.

# PATTERNS OF STUDENT PARTICIPATION IN ILLINOIS COMMUNITY COLLEGE GOVERNANCE

Timothy Neher

While witnessing a long-term trend in society toward greater expectation of democratic participation in governance, students have seen little of the trend in institutions of higher education. Student reaction to the deficiency has forced the "limelight" on the question of the adequacy of university governance, and a plethora of literature concerning student demands, activism, and college governance has resulted.

It becomes obvious that student participation in policy-making is gaining in popularity, as the search for effective governance continues, when one views this literature and findings of studies of recent, existing, and contemplated changes in governance structures and policy-making committees at state colleges, land-grant universities and private colleges and universities (Eddy, 1966; National Association of State Universities and Land-Grant Colleges, 1970; Robinson and Schoenfeld, 1970; McGrath, 1970). In addition, several national committees have focused on the issue of student participation in governance in reports of committee findings and recommendations (Skolnick, 1969; Scranton, 1970; Special Committee on Campus Tensions, 1970). There is general concurrence in these documents that efforts should be made to increase the viability and effectiveness of campus governance by increasing meaningful student participation in the overall process.

Although the general issue of student participation in governance has received widespread attention, the vast majority of this literature, in all areas of the issue, has focused on four-year colleges and universities--the community college is largely omitted from the discussions.

Perhaps the primary reason for this previous deficiency of focus is the relatively mild student activism-demand syndrome in junior colleges reported in some studies (Bayer and Astin, 1969; Lombardi, 1969) and perhaps the reasons for the mild unrest are differing student characteristics, the closeness of the community-college relationship, the accessibility of faculty, and responsiveness of the college programs to student needs as suggested by O'Banion (1969). Perhaps the junior college has little to fear from student unrest at the moment but Lombardi (1969) warns on the basis of his study ". . . this may not always be true unless junior college administrators learn from the experiences . . . of university administrators" (p. vii). In a more positive light, O'Banion (1969) muses:

> In the community college the opportunity for participative democracy in the college and in the community could come to full fruition . . . . Students learn the skills of decision-making and experience the difficulties of being responsible to opposing factions when they participate in the real life of the college. In addition, students can contribute an expertise and a wisdom to solving college problems that are not available to administrators and faculty members (p. 32).

Individual reports of specific instances of both student activism and student participation in junior colleges are available in the literature (Jones,

1968; Campus Unrest, 1969; Lombardi, 1969; O'Banion, 1969a); the fact which must be noted is that, "Now the issue of students' role in governance confronts the two-year colleges even though many administrators and faculty members might prefer to cling to the thought that, 'It can't happen here'" (Richardson, 1969, p. 34). Richardson (1970), a junior college president, in a more recent article notes the necessity for planning carefully for the inclusion of students in governance, a controversial practice which necessarily involves redistribution of power, and an alteration of the existing governance structure of control and authority. Certainly, if junior college administrators, individually as well as on a system-wide basis are to plan the most effective working arrangement, they must be wholly aware of not only the pattern of student participation in their respective institutions but also the system-wide patterns as well. At present, the level of student involvement is thought to be low (Lombardi, 1969, p. 32), but there are few studies to substantiate the actual degree to which students are formally recognized participants in governance.

A recent report of the American Association of Junior Colleges; Commission on Student Personnel (Deegan, Drexel, Collins, Kearney, 1970), charged with the study topic of "revitalization of student governments," accepted as the basic premise that ". . . the initial step in revitalizing student governments must be to create an atmosphere where they can become effective participants in the decision making process" (p.16). The report concludes with an imperative cry for examination and further research.

> We have the ability to govern ourselves; what is needed is the commitment . . . we need to look at what is . . . . The time has come for a more participatory model of governance. In loco parentis is dead, and 'separate jurisdictions' will only produce endless cycles of conflict. A focus on the problems of internal governance in our colleges is the categorical imperative for higher education in he 1970's (Deegan, et al., p. 22).

It is evident, from a review of the literature, that students, including those attending community colleges, are demanding a greater voice in the governance of institutions of higher education. It is also apparent that institutions are in some cases, to some degree, responding to the demands by restructuring or modifying their governance structures to include students in policy-making. This study investigated institutional response, to a nationwide movement, within the Illinois statewide system of community colleges. The study represents the first such comprehensive, systematic approach to a definitive investigation of the patterns of student participation in policy-making in Illinois community colleges.

Traditionally, a majority of the responsibility for community college governance has been vested in the administration and boards of trustees of the individual colleges. There is, however, evidence of a shifting power distribution to give faculty increased responsibility in governance (Steger, 1968). The student demands for participation have come at a time when the policy-making role of the faculty is quite unsettled. This study provides documentation of the degree to which students are being included in the overall redistribution of formal power in Illinois community colleges.

Purpose and Procedure

In the winter of 1971, the Illinois Junior College Board called for a statewide study to assess the status and effectiveness of community college student personnel programs. An examination of existing patterns of student participation in the governance of community colleges was an integral part of that broader study.

The purpose of this study was to determine descriptive patterns of student participation in policy-making in Illinois community colleges. The patterns result from an analysis of the amount of student participation in selected policy areas, the degree of influence which student participants exert in terms of whether or not they have voting power, the typical composition of the policy-making committees, and the methods typically used to select student participants. The pattern analysis also focuses on several selected practices related to student participation and subjective measures of institutional success with student participation, as perceived and reported by the respondents.

A survey questionnaire was developed by the investigator, after an extensive review of the literature, to determine the most vital aspects in the issue of student participation and mailed to the sample. The questionnaire items appear to provide a means for a comprehensive descriptive assessment of the patterns of student participation in policy-making in institutions of higher education; a total of 33 policy areas in four major categories were studied through use of the questionnaire.

The sample in this study was comprised of 46 Illinois public community college Deans of Students. The Deans (chief student personnel administrators) were considered to be representatives of the respective colleges in their responses to the questionnaire items. Some items called for somewhat subjective responses; however, the Deans of Students, typically in a central administrative position, were considered to be the most logical choice of respondents for all items in view of their access to information, knowledge of governance processes of the college, and primary involvement with college life and activity of students.

Of the 46 Deans of Students, 39 (84.8 percent) returned usable questionnaires. Analysis of the nonrespondents in terms demographic characteristics of college enrollment, typical student backgroud, and type of college facilities, suggested a respondent sample representative of Illinois community college system.

The objectives of the study were stated in the form of questions which served as the basis for analysis of the patterns by size of enrollment, typical student background, and type of college facilities, as well as the statewide system pattern. Answers were sought for questions posed by the study:

(1) To what degree are students involved as participants in policy-making in various policy categories and specific areas in Illinois community colleges?
(2) What percentage of student participation in the various categories and areas is characterized by the students having voting power in the policy-making process?

(3) What composition (percentage of faculty, administrators and students) is typical of the policy-making committees in which students participate?
(4) By what method(s) are students most commonly chosen as participants of policy-making committees?
(5) What percentage of the community colleges have students regularly participating on the Board of Trustees?
(6) How are students typically chosen for regular participation on the Board of Trustees?
(7) What campus group(s) seemed to provide the primary impetus for the initial inclusion of students as participants in policy-making?
(8) What group(s) appear to resist student participation in policy-making on Illinois community college campuses?
(9) Are student participants provided any type of formal preparation for their participative role in policy-making?
(10) What methods of reimbursement (granting of academic credit, salaries, etc.) are used to encourage student participation by repaying student participants for the time and energy expended in policy-making activities?
(11) What degree of student satisfaction with the students' role in policy-making do Deans of Students perceive on their campuses?
(12) To what degree do student participants contribute to the policy-making process as perceived by Deans of Students?

Results

The analysis of the data indicates that students in Illinois community colleges are involved as participants in policy-making in all of the four major policy categories studied: Academic Affairs, College Staff Personnel Affairs, Student Affairs, and Business Affairs. Although a comparison of the individual college returns indicates differences in degrees of student involvement, every college reported student participation in one or more of the 33 policy areas. Taken as a whole, the sample indicated some degree of student participation in all selected policy areas except those of faculty salaries and administrative salaries.

Community college students are reported as participants to the greatest degree in the category of Student Affairs. As compared to participation in this category, the percentage of student participation in the other three categories is minimal.

Table 1 contains the number and percentage of colleges reporting student participation in each of the individual policy areas comprising the four major policy categories. In each of the categories, the composite areas are presented in rank-order from the highest to lowest percentage for ease of analysis. The order indicates that, for the category of Academic Affairs, over 50 percent of the respondents report student participation in the policy areas of curriculum planning and curriculum evaluation. The lowest percentage appears for class size.

Table 1

Number and Percentage of Community Colleges Reporting Student Participation in Policy Areas - Total Sample (N=39)

| Policy Category and Areas | No. of Colleges with Student Participation | Percent |
|---|---|---|
| **Academic Affairs** | | |
| Curriculum planning | 26 | 66.67 |
| Curriculum evaluation | 20 | 51.28 |
| Grading system | 19 | 48.72 |
| Graduation requirements | 13 | 33.33 |
| Attendance regulations | 11 | 28.21 |
| Program admission requirements | 11 | 28.21 |
| Academic calendar planning | 8 | 20.51 |
| Examination policies | 6 | 15.38 |
| Class size | 4 | 10.26 |
| **College Staff Personnel Affairs** | | |
| Evaluation criteria for faculty | 8 | 20.51 |
| Selection of President | 6 | 15.38 |
| Selection of Dean of Students | 4 | 10.26 |
| Selection of other administrators | 4 | 10.26 |
| Development of new college staff positions | 3 | 7.69 |
| Criteria for faculty advancement and promotion | 2 | 5.13 |
| Selection of faculty | 1 | 2.56 |
| Evaluation criteria for administrators | 1 | 2.56 |
| Administrative salaries | -- | -- |
| Faculty salaries | -- | -- |
| **Student Affairs** | | |
| Regulation of student organizations | 36 | 92.31 |
| Regulation of student activity funds | 35 | 89.74 |
| Student conduct codes | 35 | 89.74 |
| Student social events | 35 | 89.74 |
| Student newspaper | 34 | 87.18 |
| Student discipline | 29 | 74.36 |
| Approval of campus speakers | 29 | 74.36 |
| Intramural athletics | 26 | 66.67 |
| Student use of college facilities | 19 | 48.72 |
| Intercollegiate athletics | 18 | 46.15 |
| Student personnel records | 10 | 25.64 |
| **Business Affairs** | | |
| Planning of new college facilities | 16 | 41.03 |
| Priorities for space utilization | 8 | 20.51 |
| Priorities for financial expenditures | 4 | 10.26 |

In the College Staff Personnel Affairs category, eight or 21 percent of the colleges reported student participation in evaluation criteria for faculty. All areas of the category are characterized by a limited percentage of colleges reporting student participation, and none of the sample reported positively for student participation in the determination of administrative or faculty salaries.

The policy areas contained in the category of Student Affairs are characterized by a large percentage of colleges reporting student participation. The areas of student use of college facilities, intercollegiate athletics, and student personnel records are the only areas to receive support from less than 50 percent of the colleges.

In Business Affairs students are involved in policy-making in the planning of new college facilities to a much greater extent than in the areas of space utilization or financial expenditure priorities. Sixteen or 41 percent of the colleges reported student participation in the planning process, a higher percentage of the sample than is represented in any of the College Staff Personnel Affairs areas and two-thirds of the Academic Affairs areas.

In many reported instances of student participation, the student participants are reported to be voting members of the respective policy-making committee. However, for most of the policy areas studied, the percentage of voting student participation was found to be lower than the percentage of reported student participation, indicating that not all student participants have committee voting rights. Table 2 shows the percentage of student participation in various policy categories and areas which are characterized by students having voting power in the policy-making process. An analysis of the data indicated that over two-thirds of the reported instances of student participation, in all four policy categories, are instances of voting participation. Generally, if student participation in a policy making category were reported by a college, probability is high that the student participants have voting power in the policy-making process.

The number and percentage of colleges which reported voting student participation is presented in Table 2 by each of the individual policy areas within each major category. As examination of the table reveals, students have voting participation in the academic areas of curriculum planning and curriculum evaluation at the greatest percentage of the colleges, while the areas of student conduct codes and student newspaper rank highest in the Student Affairs category with 69 percent of the colleges reporting student participation with voting power.

In the instances of student participation, the percentage of student representation on policy-making committees does not follow a pattern. Examination of individual returns provided no insight into the existence of consistent systematic percentages ratios. In Table 3, the percentage of each of the three major campus groups is presented by policy area. As the analysis reveals, the policy areas in the category of Academic Affairs are clearly dominated by college faculty; the largest percentage of student representation is 38 percent in policy-making concerning the grading system. Students are represented in the College Staff Personnel Affairs category by a third or more of the committee members in the three areas pertaining to the selection of chief administrators.

Table 2

Number and Percentage of Community Colleges Reporting Student Participation with Voting Power by Policy Area - Total Sample (N=39)

| Policy Category and Areas | No. of Colleges with Voting Participation | Percent |
|---|---|---|
| Academic Affairs | | |
| Curriculum planning | 23 | 58.97 |
| Curriculum evaluation | 19 | 48.72 |
| Grading system | 17 | 43.95 |
| Graduation requirements | 11 | 21.21 |
| Attendance regulations | 9 | 23.08 |
| Program admissions requirements | 8 | 20.51 |
| Academic calendar planning | 7 | 17.95 |
| Examination policies | 6 | 15.38 |
| Class size | 3 | 7.69 |
| College Staff Personnel Affairs | | |
| Evaluation criteria for faculty | 6 | 15.38 |
| Selection of President | 5 | 12.82 |
| Selection of Dean of Students | 4 | 10.26 |
| Selection of other administrators | 3 | 7.69 |
| Development of new college staff positions | 3 | 7.69 |
| Criteria for faculty advancement and promotion | 1 | 2.56 |
| Evaluation on criteria for administrators | 1 | 2.56 |
| Selection of faculty | -- | -- |
| Administrative salaries | -- | -- |
| Faculty salaries | -- | -- |
| Student Affairs | | |
| Student conduct codes | 27 | 69.23 |
| Student newspaper | 27 | 69.23 |
| Student discipline | 25 | 64.10 |
| Student social events | 25 | 64.10 |
| Regulation of student activity funds | 24 | 61.54 |
| Regulation of student organizations | | |
| Approval of campus speakers | 22 | 56.41 |
| Intramural athletics | 17 | 43.59 |
| Intercollegiate athletics | 13 | 33.33 |
| Student use of college facilities | 13 | 33.33 |
| Student personnel records | 8 | 20.51 |
| Business Affairs | | |
| Planning of new college facilities | 10 | 25.64 |
| Priorities for space utilization | 6 | 15.38 |
| Priorities for financial expenditure | 3 | 7.69 |

Table 3

Percentage of Faculty, Administrators, and Students on Committees Dealing with Policy Areas in which Students are Reported as Participants - Total Sample

| Policy Category and Areas | Faculty | Administrators | Students |
|---|---|---|---|
| | % | % | % |
| **Academic Affairs** | | | |
| Grading system | 47 | 15 | 38 |
| Attendance regulations | 51 | 12 | 37 |
| Program admissions requirements | 54 | 12 | 34 |
| Graduation requirements | 49 | 19 | 32 |
| Curriculum evaluation | 55 | 18 | 27 |
| Academic calendar planning | 57 | 16 | 27 |
| Curriculum planning | 55 | 19 | 26 |
| Class size | 48 | 30 | 22 |
| Examination policies | 55 | 25 | 20 |
| **College Staff Personnel Affairs** | | | |
| Selection of other administrators | 29 | 14 | 57 |
| Selection of Dean of Students | 28 | 28 | 44 |
| Selection of President | 37 | 30 | 33 |
| Evaluation criteria for faculty | 45 | 25 | 30 |
| Development of new college staff positions | 47 | 30 | 23 |
| Criteria for faculty advancement and promotion | 50 | 35 | 15 |
| Evaluation criteria for administrators | 50 | 40 | 10 |
| Selection of faculty* | -- | -- | -- |
| Administrative salaries** | -- | -- | -- |
| Faculty salaries** | -- | -- | -- |
| **Student Affairs** | | | |
| Regulation of student organizations | 10 | 6 | 84 |
| Regulation of student activity funds | 9 | 9 | 82 |
| Student social events | 13 | 9 | 78 |
| Intramural athletics | 24 | 10 | 66 |
| Student use of college facilities | 24 | 13 | 63 |
| Student newspaper | 28 | 11 | 61 |
| Approval of campus speakers | 27 | 12 | 61 |
| Intercollegiate athletics | 28 | 13 | 59 |
| Student conduct codes | 27 | 16 | 57 |
| Student discipline | 39 | 17 | 44 |
| Student personnel records | 42 | 20 | 38 |
| **Business Affairs** | | | |
| Priorities for space utilization | 39 | 18 | 43 |
| Planning of new college facilities | 38 | 20 | 42 |
| Priorities for financial expenditures | 44 | 20 | 36 |

*The one college reporting student participation in this area did not provide a ratio composition of the committee.

**No colleges reported student participation in the area.

Students clearly dominate the committees in the Student Affairs category with the exception of committees dealing with policy-making in the student personnel records area. Many of the areas of Student Affairs are matters traditionally relegated to student government associations, a tradition reflected in the returns leading to the student domination of this category. Students reportedly are represented by a larger percentage of committee members than are faculty and administrators in the Business Affairs areas of priorities for space utilization (43 percent students, 9 percent faculty, 18 percent administrators) and planning of new college facilities (42 percent students, 38 percent faculty, 20 percent administrators).

Students are chosen for participative roles by their peers in over 85 percent of the cases reported. Of this number, approximately 60 percent are appointed by their student government associations. For participation in all four policy categories, the most common procedure for choice reported was appointment of student(s) to the policy-making committee by the student government associations. As shown in Table 4, election to a participative position by student vote was the next most common procedure reported. The majority of other methods noted were combination methods of choice, the most common being "elected by students/appointed by student government." Additional methods noted were "appointed by student government/appointed by administrator" and "volunteer."

Table 4

Percentage of Methods Reported by which Students are Chosen as Participants for Various Policy categories - Total Sample

| | Method of Choice | | | |
|---|---|---|---|---|
| Policy Category | Elected by Students | Appointed by Student Government | Appointed by Administrator | Other |
| | % | % | % | % |
| Academic Affairs | 18.27 | 69.23 | 8.65 | 3.85 |
| College Staff Personnel Affairs | 25.93 | 70.37 | -- | 3.70 |
| Student Affairs | 27.73 | 57.03 | 5.08 | 10.16 |
| Business Affairs | 25.09 | 56.53 | 8.69 | 8.69 |
| All Categories | 25.75 | 60.00 | 6.00 | 8.25 |

Only 15 percent (6 colleges) of the Boards of Trustees have regular student participation in their deliberations. The student participants are, in all cases, reported student government officers. None of the participants reported were publicly elected to a trustee position; since election is a prerequisite for voting rights there is no student vote on Illinois Boards of Trustees.

All major campus groups were reported to have provided impetus in initiating student participation on Illinois community college campuses. The incidence of faculty (28 percent) and trustees (18 percent) as impetus groups ranked the lowest. The greatest amount of impetus was provided by administrators (72 percent) followed by student personnel workers (69 percent). Students were reported as providing impetus by over 50 percent of the sample.

Over half of the responding colleges reported that none of the major campus groups resisted student participation in policy-making on their campus. In the remaining colleges, the faculty is reported most commonly as a group resisting student participation; however, all campus groups were reported to resist student participation by one or more of the colleges.

Table 5

Number and Percentage of Colleges Reporting Various Groups as Providing Impetus or Resisting Student Participation in Policy-Making -- Total Sample*

| Resisting Group | Provide Impetus No. of Colleges | Provide Resistance No. of Colleges |
|---|---|---|
| Students | 20 (51.28) | 4 (10.26) |
| Faculty | 11 (28.21) | 16 (41.03) |
| Administrators | 28 (71.79) | 10 (25.64) |
| Student Personnel Workers | 27 (69.23) | 2 ( 5.13) |
| Board of Trustees | 7 (17.95) | 5 (12.82) |
| Other (clerks) | -- | 1 ( 2.56) |
| No Resisting Groups | -- | 20 (51.28) |

*Total Numbers and Percentages reflect multiple responses.

Although students do participate in policy-making in all of the 39 sample institutions, only seven colleges, or 18 percent of the total, provide students formal preparation for their role in policy-making. Two of the colleges reported extensive leadership workshops with group process experience as the method of preparation. The other five colleges reported some type of informational briefing session as the primary method used for student preparation.

Examination of the return revealed that none of the 39 colleges use any method of reimbursement (granting of academic credit, salaries, etc.) to encourage student participation by repaying student participants for their time and energy expended in the policy-making process.

Table 6 contains the analysis of the Deans of Students' perceptions concerning the degree of student satisfaction with the students' role in policy-making. As indicated, over 70 percent of the Deans believe that students on their campus are "satisfied" or "very well satisfied" with the student role in policy-making. Twenty percent of the Deans report student dissatisfaction, and 8 percent indicate that they are not sure of the student feeling.

Table 6

Number and Percent of Colleges Reporting Various Degrees of Student Satisfaction with the Students' Role in Policy-Making Total Sample

| Degree of Satisfaction | No. of Colleges | Percent |
|---|---|---|
| Very well satisfied | 1 | 2.56 |
| Satisfied | 27 | 69.23 |
| Dissatisfied | 8 | 20.51 |
| Very dissatisfied | -- | -- |
| Not sure of how students feel | 3 | 7.70 |
| Totals | 39 | 100.00 |

A general evaluation of student participation in policy-making is presented in Table 7. Of the 39 respondents, 56 percent noted that students "contribute moderately" to the policy-making process at their respective colleges. Twenty percent of the responses indicated that student participants "contribute a great deal." All Deans reported that student participants do contribute positively, to some degree, in their participative roles.

Table 7

Number and Percentage of Colleges Reporting Various Degrees of Student Contribution as Participants in the Policy-Making Process
Total Sample

| Degree of Contribution | No. of Colleges | Percent |
|---|---|---|
| Contributed nothing | -- | -- |
| Contributed very little | 9 | 23.08 |
| Contributed moderately | 22 | 56.41 |
| Contributed a great deal | 8 | 20.51 |
| Totals | 39 | 100.00 |

Analysis of the data by demographic characteristics revealed few identifiable patterns which appear to be related to the groups of colleges according to size of enrollment, typical student background, and type of facilities. Those major patterns which did appear are:

(1) The percentage (degree) of student participation in policy-making increases as the college enrollment increases.

(2) The percentage of colleges reporting faculty resistance to student participation in policy-making increases as the college enrollment increases.

(3) The percentage of colleges reporting no resistance from major campus groups increases as the college enrollment decreases.

(4) More individual groups are reported as resisting student participation as the permanence of college facilities decreases.

(5) Preparation of student participants for the policy-making role is more common as the permanence of college facilities increases.

Recommendations

Aside from the category of Student Affairs, the degree of student participation in policy-making in Illinois community colleges is inadequate by the standards of this investigator. It is apparent that Illinois community colleges, overall, are unwilling to grant students significant participating roles other than in those policy areas traditionally given over to students by default. The only exceptions are the two areas of "curriculum planning"

and "curriculum evaluation," placed within the category of Academic Affairs, both of which were reported as having student participants on the policy-making committees by over 50 percent of the sample. Greater provision must be made by Illinois Community colleges for inclusion of students in the policy-making processes in the Academic, Staff Personnel, and Business Affairs categories.

The fact that students are granted participative roles on policy making committees does not always mean that student participants have the right to vote. Although the percentage of voting participation is 67 percent or more in all categories, to this writer, any denial of equal "Power" rights to student participants is a form of tokenism, a way of saying to the students, "We will grant you a place in the policy-making process as long as you can have no significant formal impact on that process--as long as you have no power." None of the community colleges in Illinois extend voting rights to all student participants; to this writer, this indicates an unwillingness to provide the "meaningful" (with voting power) role in governance which students across the nation have requested, and of which the vast majority of writers in the field indicate students are capable. If colleges are going to exhibit their trust in students by giving them a participative role in policy-making, the trust should extend to voting student participation; tokenism is a readily recognizable form of manipulation and should be eliminated.

To this writer, a true participative policy-making process should include equal representation of students, faculty, and administrators in all policy areas; it should reflect a partnership of equality for the major constituent groups. Although students are represented adequately in a large proportion of the committees reported, it may be that in many of the committees they are overrepresented. The unequal representation, in many of the areas, in favor of the students may well indicate that the operations of the particular committee are not deemed important by other campus groups; this possibility is especially true for the Student Affairs committees. An exceedingly high proportion of student representation in limited areas of policy-making again reflects a manipulative logic. In order to increase the viability of policy in all policy categories, the partnership of equality must be reflected in the composition of the policy-making bodies.

In regard to the methods implemented to choose student participants, the findings are encouraging. Peer selection of student participants supports a climate of responsibility. However, the fact that a majority of the participants are appointed by student governments has a possible negative implication. If student governments are as unrepresentative as the literature implies, then, in spite of the fact that this 60 percent of student participants is peer selected, the views of the student body may be largely untapped. If the college governance structures are to fully benefit from the input of the student body, then methods of student constituency representation on policy-making committees should be devised.

It is encouraging to find that some college boards are committed to regular student input into their deliberations; however, the inclusion of student participants on a regular basis is neglected by too many of the boards in Illinois. This inadequacy could easily, and should be, corrected.

A possible explanation of the low percentage of reports indicating faculty and trustees as impetus groups may be that a major proportion of

initial student involvement would fall into the category of Student Affairs, the responsibility of Deans of Students and student personnel workers. Certainly, from the pattern of resistance found, faculty members must be more accepting of student potential in the policy-making process. The fact that half of the respondents noted no resisting groups indicates to this writer that, for those colleges, the degree of student participation in policy-making is perceived at the present time as "safe" by power groups commonly opposed to (threatened by) student involvement.

If students are to be productive and effective partners in the policy-making process, they should be provided experiences which would prepare them, prior to assuming their role, in terms of gaining knowledge of the organizational process of decision-making, external pressures to which the college must be sensitive, and legal boundaries of policy formulation. They should receive group process training so that they may better cope with the pressures of a decision-making situation. Present opportunities for such preparation, as reported by the sample, are grossly inadequate.

Another gross inadequacy found by the study is in the area of provision of reimbursement (reward) for the student participants' expenditure of time and effort. In light of the demands upon the community college students' time for pursuit of classroom work, part-time employment, and community ties, educators cannot expect great student enthusiasm or interest in policy-making without reimbursement for time and energy expended. Methods of reimbursement commensurate with educational soundness need to be explored and implemented.

Generally, the conclusion may be drawn that in spite of inadequate opportunities for participation, inadequate voting rights, a haphazard pattern of representation, resistance of many to student participation, limited formal preparation prior to participation in policy-making committees, and no reimbursement for expended time and efforts, student participants in policy-making are perceived as positive contributors to the overall process. If present conditions of inadequacy were corrected and provisions were to be made for meaningful student participation, this writer would suggest that the students' contribution to policy-making would increase phenomenally--enhancing not only the students' educational experiences, but also the institutions' viability.

Further research on student participation in policy-making should be focused on the widest range of policy areas and related practices possible. Research projects focused <u>exclusively</u> on "student government" organizations serve little purpose but to add confirmation to the known ineffectiveness of such groups in college-wide policy-making activities. It is clear from the literature and the findings of this study that most of the student affairs areas, commonly delegated to traditional student governments, are clearly dominated by student participants. Research should now focus upon the "where" and "how" of student participation in the <u>total</u> arena of policy-making in academic governance.

The component practices related to student participation in community college policy-making need to be more adequately researched. Major areas of concern are assessment and further development of methods of preparation and reimbursement for participants. Models of institutional governance which encourage <u>systematic</u> and <u>meaningful</u> student participation should be developed, implemented, and thoroughly evaluated.

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# PREFERENCES OF ILLINOIS COMMUNITY COLLEGE FORMAL LEADERS FOR STUDENT PARTICIPATION IN POLICY-FORMULATION

Gene A. Kamp

Student demands for greater participation in institutional governance have precipitated both turmoil and reform on college and university campuses throughout the nation. From Berkeley to Columbia, "sit-ins," student strikes, mass demonstrations, and even death have resulted as students have moved from rhetoric to disruptive and violent action in an effort to communicate their displeasure with the status-quo, especially the role played by students in the governance of institutions of higher education (Bayer and Astin, 1969; Campus Tensions: Analysis and Recommendations, 1970; Chronicle of Higher Education, May 11, 1970; Chronicle of Higher Education, May 25, 1970; Chronicle of Higher Education, February 8, 1971; Doran, 1971; McEvoy and Miller, 1970).

A 1969 Gallup Poll ("Why Students Act That Way," 1969) conducted on 55 different college and university campuses across the nation demonstrated that student expectation for participation in institutional policy-making is not limited to a few student spokesmen. Interviewing 1030 students on a number of current issues, the poll reported that 81 percent of all students felt that students should have a greater say in running colleges; 75 percent felt that students should have greater influence in academic matters. When asked why students in many colleges around the country were demonstrating, 42 percent of the students indicated that it was because they did not have enough "say" in running the colleges.

In an opinion poll conducted at a conference on rights and responsibilities of students in junior colleges (Orcutt, 1969), the student respondents provided strong endorsement of student involvement in policy formulation. Inquiring about the extent to which students should be involved in 22 areas of governance, none were ruled out entirely by a majority of respondents. This was true for such items as: faculty appointments, allocation of instructional funds, administrative structure of the college, curriculum, staff salaries, teaching loads, selection of the president, and provision of services to the community. The traditional areas of student participation also were strongly endorsed.

The "Lenowitz Report" (Campus Tensions: Analysis and Recommendation, 1970) indicates that among the things which trouble students is their feeling of political impotence. As a consequence of negative faculty and administrative attitudes, they believe that they are being denied their fair share in institutional governance. Often critical of traditional student government concerns as trivia, students report that they encounter adult resistance when attempting to deal with vital institutional issues.

Even though much of the student unrest has centered around four-year institutions, the issue has not completely by-passed the two-year, junior colleges. Jones (1968) reports that while a majority of junior colleges did not experience unrest activities, ". . . student representation in policy-making and student civil rights activities were the subjects of more defiant protest activities. . ." (p. 6).

Bayer and Astin (1969) report that among the public, two-year colleges, about one in twenty had an incident involving violent protest while an additional one in twenty had a nonviolent disruptive incident.

More recently, a nationwide study of organized student protest in junior colleges was conducted by Gaddy (1970). A report of his findings reveals that the category of incidents accounting for the greatest number of protests was "student-administration" with 726 incidents occurring at 156 colleges. Although many of the protests centered around codes and regulations affecting students, 44 protests at 23 colleges were specifically directed to the lack of student participation in the establishment of campus policies (Gaddy, 1970, p. 11).

Richard C. Richardson, Jr. (1969), junior college president, has observed, "Now the issue of students' role in governance confronts the two-year college even though many administrators and faculty members might prefer to cling to the thought that, 'It can't happen here.'" (p. 34). Notwithstanding the fact that such a demand comes at a time when the matter of rights and freedoms of faculty members of the junior-community colleges is still very much unsettled, Richardson indicates that, ". . . changing times produce issues that must be recognized and considered." (1969, p. 34).

Thus, evidence does indicate that times are changing and that students, impatient with a subservient or a non-existent role in institutional governance, are demanding that they be included both in the policy-formulating process and in policy-administration. In numerous instances these demands have been accompanied by behavior intentionally designed to disrupt the normal activities and operations of the campus in an effort to dramatize the seriousness of their position.

In the State of Illinois it appears that the governance of junior-community colleges is in the hands of the board of trustees and of administrators. Although faculty members are becoming more involved (Steger, 1968), there is little formal evidence that their contribution is significant. There is even less evidence of student involvement in governance at these two-year institutions.

Recently the Commission on Student Personnel of the American Association of Junior Colleges formed a subcommittee to study the "revitalization of student governments" (Deegan, Drexel, Collins, Kearney, 1970). The formation of the subcommittee resulted from a growing concern over some of the current trends toward violent student protest on college campuses and the relative decline of student government associations on many campuses. The first thing the subcommittee did was to broaden the scope of the charge by unanimously accepting the basic premise that ". . . the initial step in revitalizing student governments must be to create an atmosphere where they can become effective participants in the decision-making process." (Deegan, et al, 1970, p. 16). This concern with creating a receptive atmosphere underscores the need to assess the current climate for the thinking of students, faculty, administrators, and board members associated with our junior colleges.

Although the idea of students sharing in the governance of a college or university may appear to be a revolutionary idea, precedence for it dates back to the Middle Ages. In the 1100's, some of the first medieval universities were owned and operated by the students who hired the faculty, played an important role in matters of curriculum, formulated the rules by which

the institutions were governed, selected the town in which the university was located and dealt with city officials when conflict arouse (Falvey, 1952).

As the universities acquired property and books, however, the masters tended to remain with them rather than travelling about and gradually began to assume control and to determine policy. By the time of the Reformation, the democratic university of the Middle Ages had been replaced by an oligarchical structure (Falvey, 1952).

In the United States, our earliest colonial colleges were patterned after Oxford and Cambridge which were organized on the college concept. The European college, although originally a hall of residence (Haskins, 1957), evolved into an established unit of the university's life in which the faculty were in charge as disciplinarians. As they grew in importance, greater control was extended over the students. Thus, against this background of increased authoritarianism of the faculty, our colonial colleges were founded. Strongly supported by their boards of trustees, faculty and administrators remained in firm control of things.

A highly controversial issue, the matter of student participation in governance has both its opponents and its proponents. Those who oppose it do so primarily on the grounds that students are inexperienced, transient and incompetent (Hook, 1970). Proponents of the issue point out that students hold a unique vantage point in the institution from which to add keen insights and that student participation is excellent training for effective citizenship in a democratic society (Lunn, 1957). Both points of view have been eloquently presented.

Because of the controversy surrounding the issue of student participation in governance and because little research involving junior colleges had been done on the topic, the writer undertook to investigate it. Specifically, a study was undertaken to measure and analyze the preferences for student participation in institutional policy-formulation in three major policy areas held by four categories of formal leaders in Illinois junior-community colleges. These formal leaders were defined and identified by the position in the recognized organizational structure and represented the four major component groups of the college community administration, trustees, faculty and students. Forty-six campus presidents (or deans), 37 chairmen of boards of trustees, 55 faculty organization presidents, and 48 student government presidents were invited to participate in the study. While other leaders, both formal and informal, might have been included in the sample, the rationale for making the decision was that these were titular leaders who could easily be identified on each campus. It was assumed that the functions of their offices introduced them to current issues of controversy and that being exposed, they would have formed an opinion on them.

The three major areas of policy-formulation studied were: (1) Academic Affairs, (2) College Staff Personnel Affairs, and (3) Student Affairs.

The instrument used in this study was developed by the writer and was basically a checklist composed of 24 items which represent matters about which policy is made. Selected from a more inclusive list derived from a number of sources, those items finally selected (see Appendix A) were believed to be particularly applicable to the junior-community college. Inasmuch as the

format of the inventory was a checklist and its contents were of a straightforward, factual nature, the instrument was judged to have content validity (Kerlinger, 1964).

Respondents were asked to indicate to what extent they believed that students should participate in policy-formulation for the 24 items by choosing one of six responses on the instrument. The choices were:

1. Students should not participate.
2. Students should participate as advisors without voting rights.
3. Students should have minority representation with voting rights.
4. Students should have equal representation with voting rights.
5. Students should have majority representation with voting rights.
6. Students should have exclusive control.

Nine major hypotheses and 18 sub-hypotheses were formulated in the study and were tested by both parametric and nonparametric methods of analysis. The Kruskal-Wallis One Way Analysis of Variance by Rank, a parametric analysis of variance, the Mann-Whitney U Test and a t test for independent means were used. The significance level for hypothesis testing was set at .05.

The first set of three major hypotheses stated, generally, that there were no differences in the beliefs of the four respondent groups toward student participation in policy-formulation in each of the three major policy areas.

The second set of three major hypotheses stated, generally, that campus presidents and presidents of faculty organizations who had completed a college course on the junior college would have preference for greater student participation in policy-formulation in each of the three major policy areas than would campus presidents and presidents of faculty organizations who did not complete such a course.

The third set of three major hypotheses stated, generally, that campus presidents and presidents of faculty organizations whose prior professional experience had been exclusively in higher education would have preference for greater student participation in policy-formulation in each of the three major policy areas than would campus presidents and presidents of faculty organizations whose prior professional experience had been exclusively at the elementary and/or secondary levels.

The conclusions of the study are based on statistical analyses of the data, and, in some instances, on the writer's interpolation of the data.

In regard to student participation in policy-formulation in Academic Affairs, an analysis of the data indicates that there is a difference in the preferences of campus presidents, board chairmen, presidents of faculty organizations and presidents of student governments (see Table 1). Student government presidents show preference for the greatest degree of student participation; their mean response score indicates that students should have "equal representation with voting rights" in policy-formulation. Student presidents are next followed by faculty organization presidents who indicate that students should have "minority representation with voting rights." Although the preferences of campus presidents and of board chairmen lie within the range designated as "advisors without voting rights," campus presidents have a higher mean score than do board chairmen.

Table 1

MEAN ITEM RESPONSES OF JUNIOR-COMMUNITY COLLEGE LEADERS FOR STUDENT PARTICIPATION IN POLICY-FORMULATION IN THREE MAJOR POLICY AREAS

| Policy Area (1) | Students (2) | Faculty (3) | Presidents (4) | Board (5) | f Ratio (6) |
|---|---|---|---|---|---|
| Student Affairs | 4.8 (majority) | 4.2 (equal) | 3.8 (equal) | 3.3 (minority) | 25.6** |
| Academic Affairs | 3.6 (equal) | 2.7 (minority) | 2.4 (advisory) | 1.9 (advisory) | 39.7** |
| Staff Personnel Affairs | 2.7 (minority) | 2.1 (advisory) | 1.9 (advisory) | 1.7 (advisory) | 16.6** |

**p < .01

The overall difference in preferences is supported by a comparison of the same four groups on the eight policy items (see Table 2) which comprise the major policy areas of Academic Affairs. Although some items were marked with a higher degree of preference than others by all four groups, there was not a single item on which all groups reached consensus as to the extent to which students should participate.

Table 2

MEAN RESPONSES FOR EIGHT POLICY ITEMS COMPRISING ACADEMIC AFFAIRS

| Item Description (1) | Mean Item Response: Students (2) | Faculty (3) | Presidents (4) | Board (5) | Total (6) | f-Ratio (7) |
|---|---|---|---|---|---|---|
| Attendance regulations | 4.33 | 3.04 | 2.72 | 2.11 | 12.20 | 33.66** |
| Curricular planning | 3.75 | 2.75 | 2.63 | 2.31 | 11.43 | 21.95** |
| Grading system | 3.55 | 2.78 | 2.72 | 2.08 | 11.13 | 14.35** |
| Academic calendar | 3.64 | 2.89 | 2.42 | 2.17 | 11.12 | 21.56** |
| Examination policies | 3.42 | 2.78 | 2.44 | 1.88 | 10.52 | 17.60** |
| Graduation requirements | 3.50 | 2.43 | 2.23 | 1.68 | 9.84 | 24.03** |
| Class size | 3.30 | 2.53 | 1.95 | 1.85 | 9.63 | 20.61** |
| Admission standards | 3.28 | 2.19 | 2.07 | 1.63 | 9.17 | 22.54** |

**p < .01

Thus, it is concluded that campus presidents, board chairmen, faculty organization presidents and presidents of student governments do not have the same beliefs about the extent to which students should participate in policy-formulation in Academic Affairs. Student government presidents

indicate a preference for greater participation in policy-formulation followed, in turn, by faculty organization presidents, campus presidents and board chairmen.

There is also a difference in the preferences of campus presidents, board chairmen, presidents of faculty organizations and student government presidents for student participation in policy-formulation for Staff Personnel Affairs. Student government presidents show preference for the greatest degree of student participation; their mean response score indicates that students should have "minority representation with voting rights." Although the preferences of faculty organization presidents, campus presidents and board chairmen lie within the range designated as "advisors without voting rights," their mean scores indicate that faculty presidents indicate preference for greater student participation than do campus presidents who, in turn, indicate preference for greater student participation than do board chairmen.

The overall difference in preferences is supported by a comparison of the same four groups on the seven policy items (Table 3) which comprise the major policy area of Staff Personnel Affairs. Although some items were marked with a higher degree of preference by all four groups, there was not a single item on which they reached consensus as to the extent to which students should participate. On six of the seven policy items, the relative positions of the four groups remained the same. On the item, "Faculty advancement," campus presidents prefer more student participation than do faculty organization presidents.

Table 3

MEAN RESPONSES FOR SEVEN POLICY ITEMS COMPRISING STAFF PERSONNEL AFFAIRS

| Item Description (1) | Mean Item Response: Students (2) | Faculty (3) | Presidents (4) | Board (5) | Total (6) | f-Ratio (7) |
|---|---|---|---|---|---|---|
| Evaluation criteria of faculty | 3.64 | 2.67 | 2.49 | 2.23 | 11.03 | 16.30** |
| Evaluation criteria of administrators | 3.58 | 2.54 | 2.38 | 1.83 | 10.78 | 19.74** |
| Faculty advancement | 2.94 | 2.11 | 2.17 | 1.83 | 8.75 | 5.34** |
| Qualifications for selection of faculty positions | 2.92 | 1.89 | 1.86 | 1.54 | 8.21 | 15.60** |
| Qualifications for selection to administrative positions | 2.58 | 2.03 | 1.91 | 1.54 | 8.06 | 9.19** |
| Faculty salaries | 1.97 | 1.70 | 1.42 | 1.34 | 6.64 | 4.25** |
| Administrative salaries | 1.89 | 1.67 | 1.28 | 1.26 | 6.10 | 6.09** |

**$p < .01$

Thus, it is concluded that there are significant statistical differences in the preferences of campus presidents, board chairmen, faculty organizations presidents and student presidents for student participation in policy-formulation in Staff Personnel Affairs. When forced into structured categories,

however, the differences between faculty presidents, campus presidents and board chairmen are subsumed under the descriptive title, "advisors without voting rights."

There is a difference in the preferences of campus presidents, board chairmen, presidents of faculty organizations and student government presidents in preference for student participation in policy-formulation in the area of Student Affairs. Student government presidents show preference for the greatest degree of student participation; their mean response score indicates that students should have "majority representation with voting rights." Although the mean scores of presidents of faculty organizations and campus presidents lie within the range designated as "equal representation with voting rights," analysis of the scores reveals that faculty organization presidents prefer a greater degree of student participation than do campus presidents. Board chairmen rank fourth in their preferences for student participation; they indicate, by their mean response score, that students should have "minority representation with voting rights."

The overall differences in preferences is supported by a comparison of the same four groups in the nine policy items (Table 4) which comprise the major policy area of Student Affairs. Although some items were marked with a higher degree of preference by all four groups, there was not a single item on which they reached consensus as to the extent to which students should participate.

Table 4

MEAN RESPONSES FOR NINE POLICY ITEMS
COMPRISING STUDENT AFFAIRS

| Item Description (1) | Mean Item Response: Students (2) | Faculty (3) | Presidents (4) | Board (5) | Total (6) | f-Ratio (7) |
|---|---|---|---|---|---|---|
| Student social events | 5.47 | 5.09 | 4.74 | 4.37 | 19.67 | 10.72** |
| Regulation of student organizations | 5.30 | 4.83 | 4.38 | 3.91 | 18.42 | 14.36** |
| Student publications | 5.50 | 4.87 | 4.14 | 3.80 | 18.36 | 25.36** |
| Student conduct codes | 5.08 | 4.56 | 4.13 | 3.41 | 17.18 | 25.67** |
| Intramural Athletics | 4.86 | 4.55 | 4.09 | 3.68 | 17.18 | 21.95** |
| Student disciplinary system | 4.58 | 4.19 | 3.81 | 3.26 | 15.84 | 13.75** |
| Student use of campus facilities | 4.26 | 3.72 | 3.16 | 2.94 | 14.08 | 14.23** |
| Intercollegiate athletics | 3.80 | 3.66 | 3.39 | 2.83 | 13.68 | 7.55** |
| Student personnel records | 3.16 | 2.56 | 2.30 | 1.68 | 9.70 | 9.04** |

**$p < .01$

Thus, it is concluded that there are significant statistical differences in the preference of campus presidents, board chairmen, faculty organization presidents and presidents of student governments about the extent to which

students should participate in policy-formulation in Student Affairs.

Certain generalized conclusions regarding all four groups of formal leaders can be drawn from further analyses of the data. First, in the three major policy areas of Academic Affairs, Staff Personnel Affairs and Student Affairs, there is a difference in the preference for student participation in policy-formulation for each of the four respondent groups. In other words, there is not agreement among the groups as to the extent to which students should participate in policy-formulation. Although there is a difference in preferences among the four groups in every major policy area, in some instances the descriptive phrase indicating the preferred role of students obscures that difference.

Second, the rank ordering of the four groups in regard to preference for the desired degree of student participation in policy-formulation is the same for all three major policy areas. Student government presidents indicate preference for the greatest degree. They are followed, in order, by faculty presidents, by campus presidents and, finally, by board chairmen.

Third, the extent to which all four groups prefer students to participate in policy-formulation depends upon the policy area. All groups indicate that students should participate in policy-formulation to the greatest extent in Student Affairs; they should participate to a lesser degree in Academic Affairs and should participate to the least extent in Staff Personnel Affairs.

A second set of major hypotheses predicted that campus presidents and presidents of faculty organizations who had completed a college course on the junior college would indicate a preference for greater student participation in the three major policy areas than would those campus presidents and presidents of faculty organizations who had not had such a course. The group completing the college course did not indicate preference for greater student participation in any of the three major policy areas. In fact, the "no course" groups consistently had mean response scores higher than those of the group which completed the course although the differences were not satistically significant at the .05 level.

A third set of major hypotheses predicted that campus presidents and presidents of faculty organizations whose prior professional experience had been exclusively in higher education would indicate preference for greater participation in policy-formulation in the three major policy areas than would campus presidents and presidents of faculty organizations whose prior professional experience had been at the elementary and/or secondary levels. The group whose prior professional experience had been exclusively in higher education did not indicate preference for greater student participation in policy-formulation in any of the three major policy areas.

One conclusion is repeatedly confirmed in this study. Presidents of student governments prefer a greater degree of student participation in policy-formulation in Academic Affairs, Staff Personnel Affairs and Student Affairs than do campus presidents, board chairmen and faculty presidents. This is an important confirmation for a number of reasons.

First, this indicates that junior-community college student leaders believe that students should have an active role in the institutional policy-making process through both a voice and a vote. This does, to a limited

extent, counter the charge that junior college students are unconcerned and disinterested in college activities. The writer realizes that the group surveyed is composed of leaders who by the very act of holding office have already indicated a willingness to become involved in campus affairs. However, the contagion of enthusiasm generated by dedicated leadership is an important element in convincing others of the value of a particular cause. Such could be the case with respect to convincing other students of the importance of their participation and influence in the governance process.

If students desire a greater degree or amount of participation in governance than faculty, administrators or board members are willing to permit, a potential source of conflict exists. Much depends upon the intensity of the belief and the willingness of representatives of both sides of the issue to resolve differences with a minimal amount of conflict. Since the most serious forms of student activism and protest on junior college campuses have arisen over the demand for increased student participation in governance (Gaddy, 1970; Jones, 1969), the possibility of such conflict is not unfounded.

Campus presidents and board chairmen represent the two principal participants in current policy-formulation at the junior-community college level. Their preferences for student participation consistently rank last and next to last in each major policy area and on 23 of the 24 individual policy items studied. Whether this lower ranking can be attributed to an acceptance of Richardson's (1970) "Punch Bowl" theory of dissipated authority or to a belief that students are incapable of making a significant contribution to institutional governance was not tested in this study. In either case, it represents expressed preference for less participation by students than is desired by students themselves. Campus presidents and board chairmen would permit students to vote on policy matters only in Student Affairs and, even in this area, would limit their formal influence to "minority representation."

Not to encourage students to participate in those decisions which affect their educational experiences forfeits an opportunity to cultivate responsible, democratic citizenship which is so often stated as an institutional goal. It seems unlikely that students will develop the mature concern and dedicated involvement desired of members of an institution so long as they are denied a responsible role in shaping institutional affairs. If participation is limited to an advisory role or to activities which others shun, then students are likely to develop an attitude of cynicism or apathy.

Faculty presidents, campus presidents and board chairmen all indicated that students should be limited to an advisory role in Staff Personnel Affairs. Yet, students are the most affected by the quality of instructional services. As Lunn (1957) points out, students have a unique vantage point from their seats in the classroom to view the educational process. So sacrosanct is the classroom in institutions of higher education that few, except students, cross its threshold. Consequently, teaching performance is seldom evaluated through observation by professional colleagues or by administrators.

As a part of their professional role, faculty constantly evaluate students whose academic survival depends upon that evaluation, It is ironic that faculty members seemingly avoid that evaluation which they impose on others. While the student may not be competent to evaluate the course content, he can detect which instructors are concerned about students both educationally and personally and

will show respect to them as individuals. He can recognize creative, innovative teaching and can discern when students have been challenged and motivated to improve.

Recently, the concept of accountability has become an important idea in education (Harlacher and Roberts, 1971; Jordan, 1971; Morris, 1971). Calling accountability the "Watchword for the '70's, Morris (1971) writes, "The 70's promise to be interesting and challenging years in education, and accountability may be the most interesting, challenging, disruptive, and, in the end, productive issue of all." (p. 327).

Harlacher and Roberts (1971) writing about accountability, state what they believe to be the goal of education, ". . . namely, to produce a maximum number of self-confident, self-reliant, self-motivating, and self-fulfilling citizens for active participation in the mainstream of American life." (p.27).

While many would disagree with this statement as the goal of education, certainly it cannot be faulted as one important goal of education. Careful reflection on this definition, however, reveals a depth of implication which even the staunchest traditionalist should be able to accept.

Viewed even as one of several goals, two implications are apparent from the Harlacher and Roberts statement. First, institutions must be held accountable to develop educational programs which can produce these kinds of persons. Secondly, it seems, to this writer, that a student cannot really become this kind of self-fulfilling individual without an intellectual and emotional commitment which transcends the traditional "memorization of facts" concept of learning and which involves him in the goal-setting as well as the tasks of learning which follow from goals.

If institutions of higher education, including the junior-community college, are to produce this kind of individual, then students must become more accountable for their own education and development. However, accountability does not develop without cultivation and learning. Students must learn how to be accountable; they need faculty models whom they can emulate; they need opportunities to practice and to develop accountability.

Granting students an active, participatory role in policy-formulation of institutional affairs is one way of helping to develop accountability. The extent to which students participate may vary among institutions and among policy areas depending upon the local conditions. Whatever the student-others ratio may be, students must be accepted as members in full standing with all rights and responsibilities afforded other participants in the groups. To do less than this may convey a lack of trust and confidence in students which would only widen any existing breach.

Student participation in policy-formulation in institutional affairs should be viewed as a legitimate role of responsible institutional citizenship which is of educational benefit to the student and which makes a positive contribution to the governance process through the involvement of a constituent group that is significantly affected by the decisions made.

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## Appendix A

### ITEMS COMPRISING MAJOR POLICY AREAS

#### Academic Affairs

Academic calendar
Class size
Admissions standards
Examination policies
Curricula planning
Graduation requirements
Grading system
Attendance regulations

#### Staff Personnel Affairs

Qualifications for selection to faculty positions
Faculty advancement
Evaluation criteria of administrators
Administrative salaries
Qualifications for selection to administrative positions
Evaluation criteria of faculty
Faculty salaries

#### Student Affairs

Intramural athletics
Student conduct codes
Regulation of student organizations
Intercollegiate athletics
Student personnel records
Student social events
Student use of campus facilities
Student disciplinary system
Student publications

# PERCEPTIONS OF KEY ADMINISTRATORS CONCERNING STUDENT DEVELOPMENT PROGRAMS IN ILLINOIS COMMUNITY COLLEGES

Donald Mortvedt

## INTRODUCTION

Higher education is undergoing unprecedented growth and fundamental change in both purpose and organization. The public community college is a striking example of the rapid growth in student enrollment, campus development, curricular offerings and demand for services.

At the national level, student unrest seems to be an indication of inappropriate and irrelevant educational practices, that teaching is poor and neglectful of student needs, that there is inadequate student involvement in institutional decision-making processes, and that established regulations impinge on personal rights. Self-assessment and redirection in the nation's public colleges are being demanded by national and state officials as well as educational leaders and practitioners.

The Educational Policies Commission (1964) has recommended that the nation's goal of universal opportunity for education extend at least two years beyond high school. In the words of the Commission, "Unless opportunity for education beyond high school can be available to all . . . then the American promise of individual dignity and freedom cannot be extended to all. . . . In the future, the important question needs to be not who deserves to be admitted, but whom can the society in conscience and self-interest, exclude?" (p. 5).

Community college student personnel workers must accept the challenge of expanding appropriate educational opportunities and experiences to all who can profit from an "open-door" admissions policy. In the near future, nearly all citizens will benefit from some type of post-secondary education, and if the trend remains somewhat constant, the community college will draw its share. Collins (1967) has said:

> In their diversity, and in their bewilderment, they will need calm counsel. In the vast and too often impersonal educational institution, each student will need the means by which he can establish his own identity; within a context of security begin to appraise himself accurately, shed supercargoes of fears and unrealistic expectancies, sever the personal, emotional, and ideational dependencies which fetter him and test himself in closely simulated or in real life situations . . . students will require assistance in their striving for self-actualization. The instructional staff contributes mightily to this goal, yet instructors cannot be all things to all students. Student personnel professionals are needed to plan, organize, and carry out those experiences directly aimed at student self-discovery, self-acceptance, and self-fulfillment (p. 3).

The burgeoning student population and commensurate plethora of curricular offerings to meet the demands, needs and preparations of those seeking college admission, indicate that the comprehensive community college is the institution which can best meet the expectations of a nation which attempts to provide collegiate education to its citizenry. In the area of instruction, the community college provides the general education and pre-professional training that traditional four-year liberal arts colleges and universities have always offered. However, in addition to that function, the comprehensive community college must add time, money, and staff to support the areas of vocational-technical education, continuing education, remedial instruction, and community service.

The wide diversity of student needs and abilities demands many levels of learning experiences which means the student personnel program is not only a necessity, but an imperative. Messersmith (1970) has stated convincingly:

> Student personnel services must operate as, and be accepted as, a corps of activities and endeavors around which the enterprise moves. This does not mean that it is more important than any other function, but that it is central to the entire function (p. 4).

A major challenge for student personnel workers and their educational colleagues is to assist the students in finding relevance in higher education through developing and administering programs which complement the traditional classroom activities. Much has been said and written about the failure of the classroom. As Messersmith (1970) points out:

> . . . If we use behavior change as an indicator of success, traditional in-class experience has not been successful. More behavior change seems to originate outside of the classroom under both controlled and uncontrolled conditions. . . . We have not capitalized on the immense value of the co-curriculum. . . . We have yet to realize the value of the campus and the community as a total classroom experience (p. 5).

## BACKGROUND OF THE PROBLEM

Research is needed to ascertain the quantity and quality of student development programs provided in community colleges. The first major effort at the national level to evaluate the quality of junior college student personnel programs came in August, 1963, when the Carnegie Corporation of New York provided a two-year grant under the chairmanship of T. R. McConnell, University of California, Berkeley, and the directorship of Max R. Raines of Flint Community College. Raines (1966) reported that three-fourths of the junior colleges had not developed adequate student personnel programs; the counseling and guidance functions were inadequately provided in more than half of the colleges; the coordination, evaluation, and upgrading of student personnel programs were ineffective in nine out of ten institutions; many programs lacked professional leadership; the vast majority of programs operated with few trained staff members; the nature and purposes of student personnel work had not been effectively interpreted to board members, administrators, faculty, or the community; and favorable climates for development and evaluation were lacking in most states.

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The impetus given the nationwide Carnegie study produced statewide studies of junior college student personnel programs in New York, California, North Carolina, and Maryland.

Illinois, one of the largest and most populous states, acknowledged the pressing demands for greater higher educational opportunities for its citizens by creating the Illinois Master Plan for Higher Education. In devising the Master Plan, the State has compensated for a more stringent admission requirement to four-year institutions by opening the door of educational opportunity for all who can profit from its programs by keeping the community colleges relatively unselective. Community colleges are faced with the enormously difficult task of educating highly diversified student bodies. It logically follows that highly differentiated educational programs must be offered to meet the variegated student and community needs. It should be equally clear that if students are to make wise choices regarding courses and curricula which will lead to a wide variety of occupational careers, they must be assisted in assessing their abilities, aptitudes, and interests in realizing their aspirations.

Administrators recognize that it is important for two-year colleges to develop effective student personnel programs. The range of counseling services among institutions is apparently great but there seems to be no institution without some plan for student-staff relationships for counseling purposes.

The Illinois Junior College Board publishes Standards and Criteria for the Evaluation of Junior Colleges which serves as guidelines to carry out the duties and responsibilities assigned to it; namely, to coordinate and provide leadership in the various activities relating to the development of a state system of junior colleges. Explicitly stated therein are student personnel services which must be provided for students, such as, counseling, advising, job placement, admissions, registration, record keeping, follow-up studies, and the like.

Merely providing student services is not enough, however. Quality of services and experiences is paramount. Under the auspices of the Illinois Junior College Board and the Council of Community College Presidents, a study was commissioned to assess the quality and importance of existing student development programs in public community colleges. This investigators' study was derived from the larger Illinois statewide study of student development functions.

## PURPOSE OF STUDY

If student personnel services is an integral part of the college enterprise then it is important to know the perceptions of key administrators which will ultimately affect decision-making regarding those services. McConnell's Committee Report (Collins, 1967) gave:

> . . . Reason to believe that many administrators of community colleges do not understand the essential nature, scope, and functioning of student personnel services. Without administrative insight and support these services will always be starved financially and they will fail to attain legitimacy (p. 5).

The purpose of this study is to investigate the perceptions of presidents, chief student personnel officers, and chief academic officers concerning the quality and importance of student personnel services at Illinois public community colleges.

## PROCEDURES

Since this study is an integral part of a larger Illinois statewide study of student development functions, a modified version of the Raines' Inventory of Selected College Functions was sent to whole populations and not to samples; that is, all presidents, all chief student personnel officers, and all chief academic officers in all public community colleges in Illinois. The total population size equaled 129 which included 44 presidents, 45 chief student personnel officers, and 40 chief academic officers.

These three groups were asked to respond on a five-point rating scale to items on the questionnaire in terms of the quality and importance of the item in their institution. For the purposes of reporting the data, the two highest ratings were combined into a category of above average. For example, in Table I, 91 per cent of the presidents rated the quality of function 1a as above average.

In the following section tables 1 through 5 illustrate ratings of student personnel functions grouped in categories of functions. Table 6 illustrates ratings of student personnel staff. Tables 7 through 10 illustrate functions ranked highest and lowest in terms of quality and importance. For a more detailed interpretation of these data see "Inventoried Perceptions of Key Administrative Officers in Illinois Community Colleges Concerning Student Personnel Services" Donald Mortvedt, unpublished dissertation, University of Illinois, 1971.

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Table 1. ADMISSIONS, REGISTRATION, AND RECORDS

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| Function | Presidents | | Chief Student Personnel Officers | | Chief Academic Officers | |
|---|---|---|---|---|---|---|
| | Quality | Importance | Quality | Importance | Quality | Importance |
| 1a. Availability of college information to prospective students | 91* | 98 | 89 | 100 | 72 | 95 |
| 1b. Reviewing with the student his educational record | 77 | 98 | 80 | 93 | 62 | 92 |
| 1c. Registering for classes | 88 | 96 | 91 | 97 | 82 | 95 |
| 1d. Providing a college transcript | 91 | 96 | 91 | 95 | 90 | 82 |
| 1e. Clarity of academic regulations (grading, withdrawal, attendance, etc.) | 80 | 98 | 69 | 95 | 72 | 95 |

*All figures are stated in percentages rated above average.

Table 2. GUIDANCE AND COUNSELING

| Function | Presidents | | Chief Student Personnel Officers | | Chief Academic Officers | |
|---|---|---|---|---|---|---|
| | Quality | Importance | Quality | Importance | Quality | Importance |
| 2a. Interpretation of test scores | 68 | 88 | 51 | 78 | 58 | 77 |
| 2b. Discussing career and educational goals | 70 | 95 | 71 | 95 | 58 | 95 |
| 2c. Assistance in selecting classes (academic advising) | 84 | 96 | 80 | 95 | 67 | 95 |
| 2d. Personal counseling | 68 | 84 | 75 | 98 | 55 | 79 |
| 2e. Orientation program before classes began | 57 | 89 | 47 | 82 | 39 | 83 |
| 2f. Self-developing group experiences (group counseling human potential seminar) | 38 | 59 | 33 | 71 | 27 | 52 |
| 2g. Study skills programs | 41 | 91 | 38 | 86 | 40 | 83 |
| 2h. Health counseling | 16 | 57 | 16 | 62 | 12 | 54 |
| 2i. Transfer information about other colleges | 89 | 95 | 87 | 95 | 74 | 92 |

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Table 3. JOB PLACEMENT AND FINANCIAL ASSISTANCE

| Function | Presidents | | Chief Student Personnel Officers | | Chief Academic Officers | |
|---|---|---|---|---|---|---|
| | Quality | Importance | Quality | Importance | Quality | Importance |
| 3a. Availability of grants and scholarships | 78 | 98 | 80 | 98 | 70 | 90 |
| 3b. Part-time job opportunities | 66 | 51 | 69 | 95 | 65 | 92 |
| 3c. Career job placement services | 46 | 91 | 62 | 91 | 40 | 85 |
| 3d. Assistance in obtaining federal benefits (G.I. Bill etc.) | 84 | 98 | 96 | 98 | 84 | 95 |

Table 4. STUDENT ACTIVITIES

| Function | Presidents | | Chief Student Personnel Officers | | Chief Academic Officers | |
|---|---|---|---|---|---|---|
| | Quality | Importance | Quality | Importance | Quality | Importance |
| 4a. Student organizations (clubs) and special interest groups | 57 | 84 | 73 | 87 | 62 | 72 |
| 4b. Student government | 57 | 84 | 64 | 89 | 62 | 85 |
| 4c. Student participation in college governance | 46 | 70 | 40 | 82 | 52 | 77 |
| 4d. Regulations regarding student dress, behavior, etc. | 48 | 25 | 49 | 38 | 42 | 22 |
| 4e. College cultural and fine arts events (lecutures, concerts, etc.) | 46 | 84 | 40 | 75 | 47 | 74 |
| 4f. College social events | 54 | 73 | 56 | 76 | 47 | 50 |
| 4g. Intercollegiate athletic program | 71 | 71 | 56 | 56 | 53 | 42 |
| 4h. Student publications | 50 | 77 | 62 | 83 | 50 | 65 |
| 4i. Participation in intramural programs | 46 | 77 | 47 | 82 | 37 | 64 |
| 4j. Student leadership training opportunities | 44 | 84 | 29 | 85 | 12 | 75 |

Table 5. ADMINISTRATIVE SERVICES

| Function | Presidents | | Chief Student Personnel Officers | | Chief Academic Officers | |
|---|---|---|---|---|---|---|
| | Quality | Importance | Quality | Importance | Quality | Importance |
| 5a. Pre-admission physical exam | 41 | 41 | 42 | 54 | 43 | 48 |
| 5b. Medical services available on campus | 12 | 36 | 11 | 51 | 18 | 45 |
| 5c. Off-campus housing information | 16 | 21 | 23 | 24 | 20 | 15 |
| 5d. Alumni Association | 7 | 32 | 4 | 22 | 5 | 25 |
| 5e. Campus food services | 34 | 82 | 38 | 84 | 35 | 64 |
| 5f. Bookstore services | 54 | 87 | 62 | 95 | 62 | 75 |
| 5g. Campus security | 47 | 82 | 42 | 84 | 32 | 65 |
| 5h. Campus parking regulations | 59 | 71 | 51 | 58 | 48 | 52 |
| 5i. Overall quality of student personnel services | 84 | 95 | 84 | 98 | 72 | 90 |

Table 6. FOR FACULTY AND STAFF ONLY

| Function | Presidents | | Chief Student Personnel Officers | | Chief Academic Officers | |
|---|---|---|---|---|---|---|
| | Quality | Importance | Quality | Importance | Quality | Importance |
| 6a. Professional growth opportunities for the staff | 68 | 97 | 62 | 91 | 57 | 87 |
| 6b. Encouraging suggestions to the student services program | 55 | 84 | 57 | 89 | 50 | 79 |
| 6c. Coordination of student services and programs | 72 | 89 | 66 | 91 | 55 | 80 |
| 6d. Expertise of student personnel services staff | 82 | 100 | 82 | 93 | 80 | 90 |

Table 7. MOST IMPORTANT FUNCTIONS

| Function | Presidents Importance | Chief Student Personnel Officers Importance | Chief Academic Officers Importance |
|---|---|---|---|
| 1. Availability of college information to prospective students | 98 | 100 | 95 |
| 2. Assistance in obtaining federal benefits (G.I. Bill, Social Security, etc.) | 98 | 98 | 95 |
| 3. Clarity of academic regulations | 98 | 95 | 95 |
| 4. Registering for classes | 96 | 97 | 95 |
| 5. Availability of grants and scholarships | 98 | 98 | 90 |
| 6. Providing a college transcript | 96 | 95 | 82 |

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Table 8. QUALITY OF FUNCTIONS RANKED HIGHEST

| Function | Presidents | Chief Student Personnel Officers | Chief Academic Officers |
|---|---|---|---|
| | Quality | Quality | Quality |
| 1. Providing a college transcript | 91 | 91 | 90 |
| 2. Assistance in obtaining federal benefits (G. I. Bill, Social Security, etc.) | 84 | 96 | 84 |
| 3. Registering for classes | 88 | 91 | 82 |
| 4. Transfer information about other colleges | 89 | 87 | 74 |
| 5. Availability of college information to prospective students | 91 | 89 | 72 |
| 6. Assistance in selecting classes (academic advising) | 84 | 80 | 67 |

Table 9. LEAST IMPORTANT FUNCTIONS

| Functions | Presidents Importance | Chief Student Personnel Officers Importance | Chief Academic Officers Importance |
|---|---|---|---|
| 1. Off-campus housing information | 21 | 24 | 15 |
| 2. Alumni Association | 32 | 22 | 25 |
| 3. Regulations regarding student dress, behavior, etc. | 25 | 38 | 22 |
| 4. Medical services available on campus | 36 | 51 | 45 |
| 5. Pre-admission physical exam | 41 | 54 | 48 |
| 6. Health counseling | 57 | 62 | 54 |

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Table 10. QUALITY OF FUNCTIONS RANKED LOWEST

| Functions | Presidents Quality | Chief Student Personnel Officers Quality | Chief Academic Officers Quality |
|---|---|---|---|
| 1. Alumni association | 7 | 4 | 5 |
| 2. Medical Services available on campus | 12 | 11 | 18 |
| 3. Health counseling | 16 | 16 | 12 |
| 4. Off-campus housing information | 16 | 23 | 20 |
| 5. Student leadership training opportunities | 44 | 29 | 12 |
| 6. Self-developing group experiences (group counseling) | 38 | 33 | 27 |

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## CONCLUSIONS AND RECOMMENDATIONS

This section is devoted to the conclusions of the study as they relate to current and future practices of student development work.

Conclusion No. 1. The traditional model of student personnel services seems to be the standard for key administrators of Illinois public community colleges. Those services and activities which relate primarily to the "clerical functions" of student development work, that is, admissions, registration, and records are thought to be more important and are performed better than those which are more related to the development of the student's personality.

Key administrators need assistance in understanding the student development concept so such programs can be organized to the same extent as are already developed in the area of administrative services. Emphasis should be placed on making the concept of student development central to the mission of the college and thereby including student development programs in the mainstream of academe.

The Illinois Junior College Board in cooperation with universities should provide the necessary expertise to educate junior college staff, faculty, and board members through regional "drive-in" conferences and seminars in the nature, application, and implementation of the student development concept.

Conclusion No. 2. There appears to be no clear agreement between presidents, chief student personnel officers, and chief academic officers regarding the nature and value of the guidance and counseling program within the junior college environment.

It would seem appropriate for all major decision-makers on each campus to review and discuss with each other the philosophy, objectives, and the implementation of the guidance and counseling functions as they relate to the total educational experiences and activities available at their respective colleges. A thorough understanding of the role guidance and counseling plays within the educational mission of the community college environment would aid immeasurably in providing a truly learning-centered individualized education.

Conclusion No. 3. The presidents and chief academic officers view academic advisement more important than personal counseling. One of the major tasks facing every community college administration is that of providing adequate academic advisement and counseling for its students. O'Banion (1971) claims while counselors have a role in academic advisement, their involvement should distinguish between exploration of life-and-vocational goals, program planning, course selection, and scheduling of courses. Counselors should work directly with students in helping them seek an answer to the question, "How do I want to live my life?"

A model of academic advising needs to be developed for the community college. Particular attention needs to be given to the development of a program that avoids the polarization that occurs when professionals argue

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the differences between "academic advising" and "personal counseling" and the differences between "faculty advising" and "counselor advising."

Conclusion No. 4. The presidents and chief academic officers view group counseling (group encounter) as less important than chief student personnel officers.

"Personal counseling" needs to be defined, clarified, and understood by the key administrators of community colleges if this function is to play an important role in the total educational program of their colleges. It becomes essential as the traditional model of student personnel services gives way to an emerging model characterized with self-development as its core.

The basic encounter group is one approach currently being explored which may provide a process by which personal and program renewal takes place. It is in this area of group encounter where workshops at the state and regional levels of community colleges are sorely needed. University counselor training departments should become more active in developing the kind of student personnel worker who is capable of meeting these new expectations. Key administrators should be apprised of the potentialities of group encounter. They should make visits to model schools to see what can be done when new programs in student development are carried on effectively. Much is accomplished by reading what innovative junior colleges write about their programs and publish in professional journals. However, a visit to the site where the action is ongoing and the interaction of student personnel work blends with the instructional area can be most enlightening.

Conclusion No. 5. The presidents, chief student personnel officers, and chief academic officers all rated "study skills programs" very high in importance at their colleges, but rated the quality low in performance.

Model programs demonstrating study skills in junior colleges should be visited by administrators, instructors, and student development specialists to see how professionals are currently organizing programs. Study skills programs could certainly be an important focus of workshops designed to maximize learning strategies in all educational programs.

Conclusion No. 6. While financial aid programs are rated high in importance and quality, presidents, chief student personnel officers, and chief academic officers rate "career job placement services" and "part-time job opportunities" highly important but rate the quality of the services quite low.

Financial aid programs, particularly job placement services, reflect a special need of community college students and comprehensive follow-up studies should be organized to evaluate the effectiveness of such programs. The Illinois Junior College Board should conduct regional workshops for those colleges needing instruction and direction in developing strategies for program development, evaluation techniques, and organizational decision-making.

Conclusion No. 7. Chief student personnel officers rated the importance of "student activities" considerably higher than either the presidents or the chief academic officers. The low ratings in quality of student activities indicates a tremendous task of strengthening those services and activities. Inter-college visitations and exchange programs would tend to facilitate the growth and quality of activity programs. Emphasis on personal development and less on "fun and games" will bring relevancy to the human development programs. As administrators help coordinate in the academic and student personnel programs and orchestrate their efforts into a harmony of equal partnership, they will create a climate of trust, acceptance, and interdependence which is essential for close cooperation.

Conclusion No. 8. The chief student personnel officers rated "student government" and "student participation in college governance" higher in importance than either presidents or chief academic officers.

If the key administrators of junior colleges want to revitalize student governments they should examine closely ways in which to create an atmosphere where students may become effective participants in the decision-making process. However, if presidents and academic deans do not favor or encourage student participation in college governance to any great degree, a reappraisal of the work assigned to non-curricular activities and experiences in educational development of students may be necessary. The relevance of student government to the purposes, direction, and policies of each college should be assessed.

National, state, and regional workshops could be developed to explore the possibilities for the revitalization of student government in junior colleges. According to one authority (Deegan, 1970) the change is necessary:

> The truth of the matter is that these student governments have no real authority, are not integrated with the mechanisms for institutional governance, and are not respected by the student bodies. They serve, primarily, as popularity contests for those so inclined, and as a means of convincing accrediting associations of student involvement (p. 15).

Conclusion No. 9. All three populations rated "student leadership training opportunities" very high in importance, but all rated the quality very low, particularly the chief academic officers.

The non-classroom environment and its relationship to the total education program of the community college should be investigated. Although the non-classroom activities have a different function from those in the classroom, it does not mean that they do not contribute to learning, particularly in the development of one's personality.

One of the greatest needs for change is in the area of the non-classroom curriculum. Such experience should no longer be incidental, or limited to clubs and other organizational activities or merely to special programs. They should permeate every educational experience and activity on all corners of the campus or wherever students meet, congregate, and interact. Visitations to model colleges which combined the curricular and non-curricular experiences as the quintessence of their educational program would enrich the sympathies of key administrators. Use of the non-classroom curriculum is a vital part of the educational program for every student and should be explored by every faction in the community college.

Conclusion No. 10. The ratings of all three populations of the quality of "regulations regarding student dress, behavior, etc.," were approximately 5[illegible] percent, but their corresponding ratings of importance of regulations were rather low, 38 percent and below.

This rating may be a reflection of the changing attitude of administration regarding the role of the college in regulating the personal lives of students. Dialogue involving all groups of the college community should aim to clarify the significance of college regulations and policies in developing educational programs and demeanor.

Conclusion No. 11. The chief student personnel officers of Illinois community colleges apparently feel very comfortable in the maintenance model of student personnel services. "Administrative services" have been the traditional function of student personnel services for years and there appears to be a need for a retraining of deans of students.

New models of student personnel work designed to meet the changing needs of students and institutions may change the particular organizational chart of community colleges. Professional meetings of administrators, instructors, and student personnel workers and those who see themselves as "human development facilitators" are needed regionally, locally, and nationally to investigate the possibilities of new administrative arrangements.

Conclusion 12. Despite the consistently low rating of student development functions given by the chief academic officers throughout the entire study, they rated "expertise of student personnel services staff" as high as both the presidents and chief student personnel officers. At the same time, the chief academic officers rated "overall quality of student personnel services" considerably lower than both the presidents and the chief student personnel officers.

These findings suggest that a difference exists between what the chief academic officers believe to be the level of student personnel services staffs' expertise and what they actually do. The chief academic officers do not seem to view the student personnel staff as incompetent; the ratings may reflect a low value placed on such programs. The chief student personnel officers are, or appear to be, viewed as qualified persons who are not doing anything, or at least not much, which may be even more condescending.

Student personnel officers need to work closer with the chief academic officers relating student personnel services to instruction and curriculum development so that chief academic officers will see the value of student personnel services. This seems to be a good approach in that the chief academic officers feel that the student personnel staff have expertise.

## SUMMARY

The student development functions, where human development is considered essential, were rated low in importance and low in quality by all three populations, presidents, chief student personnel officers and chief academic officers. However, the functions usually considered to be "clerical" in nature received very high ratings in both importance and quality. Illinois

community colleges may be "student centered" but, if so, then in a very narrow sense. In this study "student centered" means getting transcripts out on time, processing work, admitting and registering students, and other activities that could probably be performed quite adequately by well-trained clerks.

This study points out large differences between ratings of key administrators from Illinois community colleges regarding importance and quality of student development functions in their respective colleges. Student personnel services is not a very strong nor forceful administrative area within Illinois public community colleges.

Key administrators in Illinois public community colleges appear to hold narrow views of what is meant by human development. This may mean "student development facilitators" should become more active in the development of the philosophical, curricular, and co-curricular experiences and activities of community colleges. It also means the personal and professional identity which is sorely needed must be established to make student personnel workers effective.

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APPENDIX A

Interview - Community College List

Chuck Novak
- Southeastern Illinois College - Harrisburg
- Shawnee Community College - Ullin - no reports submitted
- John A. Logan - Carterville

Vincent DeLeers
- Lincoln Trail College - Robinson
- Olney Central College - Olney
- Wabash Valley College - Mt. Carmel

Terry Ludwig
- Elgin Community College - Elgin
- Kaskaskia College - Centralia
- Rend Lake College - Ina

Bill Murabito
- Belleville Area College - Belleville
- State Community College of East St. Louis - East St. Louis
- Prairie State Community College - Chicago Heights

Chuck Boudreau
- Lincoln Land Community College - Springfield
- Danville Community College - Danville
- Lake Land Community College - Mattoon

Wilbur Dickson
- Parkland Community College - Champaign
- Kankakee Community College - Kankakee
- Illinois Central College - Peoria

Gregory Goodwin
- Black Hawk College - Moline
- Carl Sandburg College - Galesburg
- Spoon River College - Canton

Tim Neher
- Illinois Valley Community College - Oglesby )
- Sauk Valley Community College - Dixon ) No reports submitted
- McHenry County College - Crystal Lake

Ann Bieniewski
- Thornton Community College - Harvey
- Moraine Valley Community College - Palos Hills
- Joliet Junior College - Joliet - no report submitted

Don Mortvedt
- Amundsen-Mayfair - Chicago
- Olive-Harvey - Chicago - no report submitted
- Southwest - Chicago

Gary Richardson
College of DuPage - Glen Ellyn
Waubonsee Community College - Sugar Grove
Triton College - River Grove ) no report submitted
Morton College - Cicero )

Frew Brown
Rock Valley College - Rockford
Kishwaukee College - Malta
Highland Community College - Freeport

Bob Young
William Rainey Harper - Palatine
College of Lake County - Grayslake
Oakton Community College - Morton Grove

Faite Mack
Loop College - Chicago
Malcolm X College - Chicago
Wilbur Wright College - Chicago
Kennedy-King College - Chicago

Appendix B

Illinois Junior College Board
544 Iles Park Place
Springfield, Illinois 62718

MEMORANDUM

TO: Student Personnel Deans, Illinois Community Colleges

FROM: Donald F. Mortvedt, Associate Secretary, IJCB

DATE: March 10, 1971

SUBJECT: Interviewer Project - Statewide Student Development Study

Hopefully, the interviewers can visit your campus between March 29 and April 24, 1971. Most interviewers will attempt to visit three colleges in three days so it will be particularly helpful if you can be flexible in scheduling their visits to allow for this arrangement.

We ask you to arrange a schedule that will make maximum use of their brief time on campus. We hope you can arrange the following schedule of persons to interview:

(1) Dean of Students

(2) Staff members most knowledgeable or responsible for the innovative and exceptional practices

(3) A group of student leaders including students on college-wide committees

(4) The Student Affairs Committee

It may not be possible to schedule meetings with all of these groups, but hopefully, most of them can be seen. Most of the time should be spent with staff members who are most knowledgeable about innovative - exceptional practices in student development programs. Thirty minute or less appointments will probably suffice for other groups. As a means to identify those exceptional practices in preparation for the interviewers, please review Attachment I.

Many thanks for your fine cooperation in this project. I know we are involved this spring with a number of state-wide projects, and at times this involvement will seem very burdensome. I hope, however, you can keep your spirits up and help us accomplish all we have set out to do. Through these experiences we will come to know ourselves better and will be able to develop the kinds of student development programs in Illinois that will be second to none in the nation!

Attachment I

We are looking for practices that are exceptional, outstanding, innovative, creative, experimental. We are looking for practices that would be of interest to other colleges. What are you doing that is exceptionally well-organized, that is well received by students, that is exciting and different? What are you doing that could serve as a model for other colleges? What do you take most pride in? What are some of your intriguing experiments that you may not be sure of?

There are no yardsticks for measuring innovative and exceptional practices at this time except personal judgments. Would you please examine the following list of functions and methods and identify the major innovative and exceptional practices at your college which can be reviewed by the interviewers. You may also wish to have staff members select the five or six most important.

Are Any of the Following Functions in Student Personnel Performed Exceptionally Well in Your College?

ORIENTATION

1. Pre-college information and Recrutiment
2. Individual and/or group orientation to college programs and services

COUNSELING AND ADVISING

3. Personal
4. Academic
5. Vocational

STUDENT APPRAISALS

6. Testing
7. Academic Regulations
8. Records
9. Grading policies

STUDENT ACTIVITIES

10. Types of opportunities
11. Degree of involvement
12. Special programs
13. Training

SERVICE FUNCTIONS

14. Financial aids and Placement
15. Housing, health, legal aid, drug center

STUDENT PERSONNEL INVOLVEMENT IN
OTHER COLLEGE DIVISIONS

16. Role in community service
17. Role in adult education
18. Role in developmental programs
19. Role in curriculum development
20. Role in improving instruction

ADMINISTRATION

21. Registration
22. Articulation with schools and agencies
23. Staff development
24. Organizational structure
25. Student involvement

EVALUATION

26. Institutional and Community Research
27. Consultants and Intra-college evaluators
28. Follow-up studies

OTHER - Community Input

Does your Student Personnel Program Use Any of the Following Methods or Techniques in Exceptional Ways?

TECHNOLOGICAL AIDS

1. Computer assistance
2. Use of TV, films, slides, projectors, etc.
3. Use of tapes, dial-access, audio systems, etc.
4. Programmed materials

PERSONNEL PRACTICES

5. Use of behavioral objectives
6. Games and other simulations
7. Use of encounter or sensitivity groups
8. Courses in personal development
9. Use of paraprofessionals
10. Use of student as student personnel workers
11. Staff retreats
12. Special facilities

EXTERNAL INPUT

13. Community advisers
14. Special consultants
15. Use of Community facilities

OTHER

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